

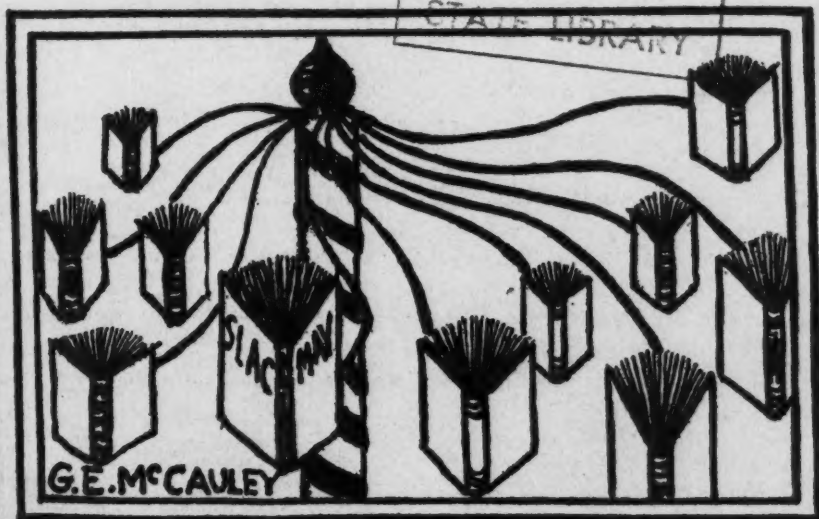
# BULLETIN

School Library Association of California

CALIFORNIA

MAY 20 1959

STATE LIBRARY



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## SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

Indexed in LIBRARY LITERATURE

VOLUME 30, NUMBER 4

MAY, 1959

HAROLD C. KIME, Editor

### ANNUAL CHANGE OF PUBLICATION ADDRESS

From July 1, 1959, all communications should be addressed to the new editor; ALL matters will be sent to him, both editorial and business.

Mr. Robert E. Muller  
1593 Cleveland Avenue  
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## DATE BOX 1959-60

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**SACRAMENTO**  
**October 24**

●  
**ANNUAL CONFERENCE**  
**NEXT EASTER**

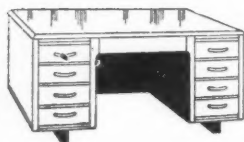
To allow more ample time for the annual convention, next year's reunion will be held at the beginning of Easter recess, instead of in the

fall as has been the custom in recent years. On April 9-10-11 SLACers will convene at Rickey's Studio Inn, Palo Alto. Monday the eleventh will be a day Institute on Library Standards.

The following committee chairmen have been appointed: Hal Halvorsen, Arrangements; Frances Erickson, Program; Dorcas Rosenfeld and Viola Hammer, Decorations; Clarence Fogelstrom, Exhibits.

*Mrs. Elsie D. Holland,*  
*President 1959-60*

## HOW BIG IS BIG?



The California Teachers Association has passed 100,000 members. It speaks with a mighty voice for the teachers of the Golden State. It has money to employ capable persons to present to legislators the programs that CTA deems worthy of enactment into law. CTA issues a valuable Journal, and

other helpful publications. In various ways it offers aid and advice to members, professionally and financially. It is a significant organization to California teachers and to education in the state.

SLAC is still only about 800 members. Percentage-wise this is certainly lower than CTA's score.

Why do some school librarians not join? Are they saying, "What would I get out of it?" Do they ask the same question when they are invited to sign up for the local, state and national education associations? Joining the big three is becoming automatic, even though fees have catapulted in recent years.

It is not a simple matter to assess professional memberships, but one obvious benefit is the publication that Uncle Sam's faithful messengers bring regularly to the door. CTA's and NEA's Journals have become steadily more readable and more vital. SLAC would like to think that the *Bulletin* has also grown in stature, and that its pages can inform and inspire the members.

Beyond the publication there are multiple operations that go on each year to benefit librarians; some tasks get completed, while others require perennial pursuit for fulfillment—as our goal of getting a state school library consultant, which now seems within reach if librarians will think *give* as well as *get*; let our barrage be not bullets but letters!

Newcomers into SLAC soon discover that another *plus* is the stimulation of alert leaders, heavyweight talents in pursuit of ever greater goals for the profession.

Librarians feel important because their bailiwick is often labeled "the heart of the school." The heartbeat would resound more loudly in education if more librarians availed themselves of the benefits of membership in professional library associations. Let's not talk about the big three but the big four, and make membership in SLAC as automatic as in the big three.

Our SLAC is a special and an important group. We tackle our problems with a zeal and understanding that no other organization can muster for us. We have been accused of being timid; let's stand on our own feet, and speak louder when and where it counts. Let's think big!

## BEND THE TWIG

Many of us have students taking library as a subject, but sometimes we get so engrossed in the daily grind that we neglect to keep the course attractive, and to influence our proteges toward our career.

Wilma Bennett of Covina High School tells of one Susan Bowen who, as a senior a few years ago, was asked to write an appraisal of the year's work. Susan, now about to obtain a degree, might be able to answer whether she prognosticated aright for herself as she looked to her own future.

She liked the library, she said, because in it all kinds of characters come to life; and in it she can lose herself . . . Her library course taught her how to make use of library tools, and she developed a self-assurance within its walls.

Then, thinking of herself as a college student, she visualized herself as able to make effective use of the library, and to earn part of her expenses by working at a charge desk or other pleasant spot.

Having at length cleared the hurdles that would land her on the other side of a teacher's desk, she thought of herself as able to utilize library facilities for faster, more effective preparation of her daily work, and at ease as she instructed her students in the lore of the Reader's Guide, the Card Catalog, etc.

Are we as librarians selling our wares as well as Miss Bennett did to Susan? And are we remembering our opportunity to lead an alert youngster like Susan into the library fraternity? Have we tipped the scales in favor of our job by an extra weight of kindness and of insight born of a genuine love of our profession? Who among us is now training the next head librarian for the Library of Congress, or the persons who will refine the Dewey Decimal System for the post-satellite age?

Recruitment is everybody's job: "As the twig is bent, the tree's inclined."

—HAROLD C. KIME

### SAN JOSE'S DORA SMITH AWARD

A cash award of \$100, established by Dora Smith, will be presented annually to the student showing high scholastic attainment, sterling character, and noteworthy contributions to the college and the department—as well as promise of outstanding success in the library profession.

A senior librarianship major, Gail P. Brown of Kings Beach, is the first recipient of the Dora Smith Librarianship Award.

### University of San Francisco SUMMER SESSION

Four courses of interest to school librarians are being offered at U. of San Francisco during the six-week term from June 22 - July 31: Cataloging & Classification, Children's Literature, School Library Administration, and Book Selection. For details of fees, living arrangements, etc., write to the University, at San Francisco.

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# PREPARATION AND CATALOGING TIME IN SCHOOL LIBRARIES

WARREN B. HICKS  
*Head Librarian*  
Lodi Union High

A Digest by  
and  
from the

ANNE MARY LOWREY  
*Librarian*  
Lodi Elementary District

## Final Report of the Professional Committee Northern Section, SLAC, on the Survey of Preparation and Cataloging Time\*

A problem facing many librarians today is the lack of time required to carry out a complete, thorough and effective library program. One of the basic problem areas is in the field of preparation and cataloging of books, where many librarians are forced to spend professional hours on routine clerical procedures.

The professional committee of the northern section recognized the lack of statistical information available in this area of cataloging time, and undertook this survey for the purpose of ascertaining the average time necessary to catalog a book for school libraries and to establish an evidence of need for clerical assistance.

The response to the survey was both enthusiastic and satisfactory. There was a total response of 46%, 135 out of 290 surveys mailed. In the actual tabulation, however, only 104, or 36%, were used.

Of the 104 responses used, 87 came from full-time librarians, the remaining 17 from part-time librarians. A majority of the part-time librarians, 10 in number, were in the 9-12 grade level. The average time spent by them as librarians was 4 hours and 45 minutes per day. Of the remainder, 5 were in the 1-6 grade level, 2 in the 1-8 grade level. Of these, 4 were responsible for 2 schools, 3 were serving either after school hours or as teacher-librarians.

In the matter of clerical help, 68 out of 104 replied that they had either full-time clerical help or part-time. Of the

68, 35 had full-time or more clerical help at their disposal. The remaining 33 declared part-time workers with an average of 3½ hours per day. Of the 104 responses, 87 librarians were solely responsible for their own cataloging, of the remaining 17, 1 had an assistant librarian who did all the cataloging and 16 represent central processing offices.

In the use of printed cards, 72 used commercial cards and 2 of these made use of multiliths. In the 72 libraries the average usage was 67%. Grade levels 7-9 and "other" had the highest percentage with 71%. Grade level 1-8 had 67%, followed by 9-12 and 10-12 both with 57%.

In the time study section of the survey conclusions were made from the returns of 87 libraries. Of the 17 deleted, the majority came from libraries with a central processing office.

The checking in of new books and verifying invoices was assumed primarily by librarians or clerical assistants. The task of collating and applying ownership marks fell to clerical assistants or student help when available. 26 libraries, or about 30%, did not accession books. (The law in California reads as follows: A record of accessions to be kept in a book or file provided for the purpose. Such record shall include the title of each book or series of books, the name of the author, the number of books in the series, and the date of the accession. California Ad-

\*A copy of the final report can be obtained from Mr. Hicks, at his school address; 35c to SLAC members, 50c to non-members. Also to be seen in February JUNIOR LIBRARIES.



ministration Code, Title 5 Education, Chapter 1, Sub Chapter 1 Article II, Section 89 (a).

In the realm of cataloging, classifying and assigning subject headings, whether with or without printed cards, a small margin of error must be considered. Due to a lack of clarity in the survey, it was not possible to define how many of the 10 books were done with printed cards and how many were done without printed cards. However, a spot check of all surveys where the number of books in each process was included, would justify the assumption that it takes 3.75 times as long to catalog, classify and assign sub-

ject headings without the use of printed cards.

Typing time is actually cut in half; by using printed cards with an average of 1 minute needed to type commercial cards and 2 minutes to type a complete card. The average number of cards necessary per book was 5, with the 1-6, 7-9, and 9-12 grade levels falling below with 4 cards per book.

The average time for preparing and cataloging a book in a school library was determined to be 28.5 minutes. The representative grade level averages are shown below.

**TABLE**

**Average Cataloging Time Per Book for Each Grade Level**

	1-6	1-8	7-9	9-12	10-12	13-14	Total Average
Prof.	10	13.5	13	16	16	15	14
Cler.	5	14	7	5	13	12	9
Stud.	0	.5	6	9	9	8	5.5
Total	—	—	—	—	—	—	—
Minutes	15	28	26	30	38	35	28.5

The primary purpose of this study was to determine the average time necessary to catalog a book for a school library. Time is certainly a primary consideration, but many librarians and administrators are interested in the actual cost per book. The following examples are presented to explain this expenditure and also to pro-

vide a basic pattern for determining the cost in an individual library.

The figures used in the cost examples are average numbers obtained from the survey results. The Wilson Card price of 10c per set is used. The salaries per minute were derived from median figures. This resulted in 3c per minute for clerical workers and 7c per minute for librarians.

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## COST EXAMPLE I

### Cataloging with Printed Cards

	Printed Cards	No Printed Cards
Prof. time per book	3 min.	11.25 min. (3.75x3)
Cler. time per book	4 min.	8 min. (4 cards per book)
Prof. cost per book	21c (3x7)	77c (decimal dropped) (11x7)
Cler. cost per book	12c (4x3)	24c (8x3)

### SAVING

Prof.	\$ .56	(77 less 21)
Cler.	.12	(24 less 12)
	<hr/>	
	\$ .68	
Wil. cards	.10	
	<hr/>	
Total saving	\$ .58	

## COST EXAMPLE II

### Average Cataloging Time Per Book Based On Time for 9-12 Grade Level

Prof.	16 minutes @ 7c per minute	\$1.12
Cler.	5 minutes @ 3c per minute	.15
Stud.	9 minutes	.00
		<hr/>
Average Total Cost		\$1.27

The results of the survey show librarians are spending time on cataloging processes which could adequately be performed by clerical assistants. This is due, in part, to the fact that all librarians do not have clerical help available and therefore are forced into this situation.

Assuming that well trained, efficient clerical help were available; librarians are using their professional training to disadvantage by performing routine clerical duties. Under favorable circumstances, as assumed above, the amount of time which could be returned to the librarian for professional activity would be:

Grades 1-6—37%	Grades 9-12—44%
Grades 1-8—31%	Grades 10-12—22%
Grades 7-9—48%	Other —30%

As professional personnel, we might

also ask ourselves whether or not we are wasting professional training because we hesitate to delegate authority in certain areas. When we find, that at all grade levels, at least 20% or more of the professional time is spent in the realm of clerical work, there seems adequate evidence for re-evaluation.

Over half of the libraries reported clerical help, but the survey was not able to indicate the qualifications of these clerks. It appears, however, that the matter of clerical help needs to be approached from both the quantitative and qualitative aspects in the school library.

It is evident, also, that the time spent in cataloging a book does vary at the different grade levels. It is a reasonable conclusion, that at the 1-6 grade level, simplified cataloging is sufficient and that

at higher grade levels a more detailed type of cataloging is necessary. Variations will occur from time to time since books vary in difficulty, scope and complexity. Library service varies also, depending upon the curriculum student community of the school. So, although we can not be positive in quoting exact cataloging times, we can be certain that these times do differ at various grade levels.

The majority of part-time librarians was found in the 9-12, or high school, level. This was also the area where the lack of clerical help was in greatest evidence. It would seem that some vibrant, enthusiastic salesmanship to administrators and school boards is necessary in this province.

Printed cards have not yet attained full stature in school libraries. It was pointed out in the discussion, and through the media of a cost example, that printed cards are an economy measure both in time and money. The Library of Congress

cards are more expensive than Wilson cards, but the opinion is that an economy would still be realized.

Any effort to time processes through a questionnaire, will meet with some problems which may have an effect on the total time. No effort was made in this study to account for interruptions, rearranging of thoughts, or motion. Personal speed, experience and training all have their effect. With these few reservations, the average cataloging time per book in school libraries as presented in this study, is considered an accurate figure.

Many administrators are sympathetic to the problems of the library, but do not always understand them. They desire "maximums" in their schools. A maximum program achieved with a maximum of efficiency and economy is what they want. With the results of this study presented in terms of time and cost, a better communication between the librarian and the administrator may be established.

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*Editor-in-Chief*

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## STUDENTS — MEET MR. DEWEY

*As you read this, imagine a red-headed librarian with sparkling eyes, delivering this before her classes at McKinley Junior High School in Pasadena, and you have the author*

HELENA LEE CORCORAN

The classification system which we use in our library, was invented by a gentleman named Melvil Dewey, who had one of the most orderly as well as inquisitive minds of his (or any other) generation.

Back in 1872, when Mr. Dewey first walked into the Amherst College Library, there was no real system for keeping books in order. They were arranged by color or by size. Actually, if you had thrown all the books in a huge pile in the center of the library and then pulled them out at random, you'd have had about as much chance of finding what you wanted as you did under the size or color system.

Mr. Dewey drew up a chart dividing all human knowledge into ten groups, and gave each group a hundred numbers. Later, he discovered that a hundred numbers wasn't enough for some groups; so he simply put a decimal point at the end of the first three numbers and kept on going. Because of the inventor and his use of decimals, we call it the Dewey Decimal System.

The system is very fearfully and wonderfully put together. Everything in it unfolds with the order and completeness of a Japanese garden that children put in a glass of water. Everything comes from something that precedes it naturally and develops into something that naturally follows it.

The only exception to this rule is the very first class. Here, Mr. Dewey gathered together all the books that are about everything in general and no one thing in particular. The zero class is a sort of clearing of the decks before the specific subjects are tackled. Encyclopedias come in this class, and books about newspapers and libraries.

Mr. Dewey was also a great one for mnemonic devices. This is a very expensive phrase that means ways to help you.

He used the same number for the same thing in many different ways. For instance, 0 at the end of any number tells you that that book is all about everything on that particular subject. A book with the number 500 is about all of the sciences. 510 means that the book is about all the kinds of mathematics.

After Mr. Dewey had cleared away the omnibus books, he started with the biggest single subject that man can think about. It is the subject that asks: Where did I come from? What am I doing? Where am I going? The answers to these questions are comprised in the subject: Philosophy: 100.

When you have asked yourself those three basic questions, you find that the answers involve a supernatural Being. So man's next study is his relationship to this Supreme Being. This relationship is called Religion: 200.

In this class, there is a section that you never seem to expect to find here. That is 291 and 292—Mythology. We think of the stories of the ancient Greek and Roman gods as sort of fairy tale. But, historically, Jupiter and Juno and the rest who lived on Mount Olympus were once all a part of a living religion.

After man has studied his relationship to God, he turns next to the people who surround him. The 300 class is Sociology which means the study of the relationship of man to man. Here you will find everything from the relationship of one government to another, right down to the rules for introducing one man to another.

There is one section in this class that you always seem surprised to find here. That is 398—Fairy tales and Folklore. You seem to think that these should be with Fiction. But they aren't fiction. Actually, folklore and fairy tales are a sort of symbolic history of the human race—not of any one country or even the world,

but of the human race. Did you know that there are over 2000 different versions of Cinderella? And that the story of *The Goose Girl* was found in hieroglyphics in an Egyptian tomb? And that when the Spaniards came here and explored on into the west of Mexico, they found that the Indians already had the story of Cinderella?

After man has begun to consider other men, he must find some way to communicate with them. So the 400 class is Language. Here you find grammars and dictionaries for all languages.

Once man has established contact with other men, he turns his attention to the world that surrounds him. Study of this world—this universe—is called Science.

Each one of these ten basic classes is further broken down into ten sub-classes. And perhaps the 500's would be a good place to show you how this works. Mr. Dewey always works from the oldest to the newest, or from the biggest to the smallest, or from the known to the unknown. In the 500's, he starts with the science on which all other sciences are based: 510 is Mathematics. 520 is the next oldest science: Astronomy. Then:

- 530 Physics
- 540 Chemistry
- 550 Geology
- 560 Paleontology ( a fancy word meaning the study of very old things — prehistoric things).
- 570 Biology
- 580 Botany
- 590 Zoology

Then, he proceeds to divide each one of these sub-classes into ten sub-classes. Let's take mathematics, for example. He starts with the branch that every one studies:

- 511 is arithmetic.
- 512 is Algebra
- 513 is Geometry
- 514 is Trigonometry
- 515 is Descriptive Geometry
- 516 is Euclidean Analytic Geometry
- 517 is Calculus
- 518 is Special Functions. (This, I can not explain. I never went this far) this far).
- 519 is Probability (which is very educated guessing).

These sub-sub classes can be further divided into triple sub classes by adding a decimal point and going on again. And so on, ad infinitum, practically.

Man is essentially lazy. (If he weren't, we'd all still be living in caves or trees.) So as soon as he studies science, he can't wait to apply it to his daily life to make things easier for himself. That's why we call the 600's Applied Science. We also call it Practical Arts. Whatever we call it, it helps man to shorten his working day.

As soon as you shorten the working day, you have people with time to indulge in hobbies — painting, dancing, music, sports. So the Practical Arts are followed very logically by the Fine Arts: 700.

There is one of the Fine Arts that is so tremendous in its scope that it needs a whole hundred numbers to itself. That is the finest art of all — Literature: 800.

In the 800's, Mr. Dewey had a mnemonic field day. He tied all kinds of literature together and then went back to the 400's and tied it up with Language. This is pretty tricky; so listen hard. He starts out with the literature we know best. 810 is American Literature. Then they go in order of their popularity with Americans in the 1870's.

- 820 is English Literature
- 830 is German Literature
- 840 is French Literature
- 850 is Italian Literature
- 860 is Spanish Literature
- 870 is Latin Literature
- 880 is Greek Literature
- 890 is all Other Literature

Compare that line-up with the 400's.

- 410 is Comparative Language
- 420 is English (Back in the 1870's the languages spoken in England and America didn't differ enough to be called different languages.)
- 430 is German
- 440 is French
- 450 is Italian
- 460 is Spanish
- 470 is Latin
- 480 is Greek
- 490 is all Other Languages

But Mr. Dewey had even more mnemonic tricks up his sleeve in this area. He used "1" for poetry. So 811 is American poetry. 821 is English poetry. 831 is Italian poetry. "2" is drama. So 832 is German drama; 842 is French drama; and the plays of Aristophanes are numbered 882.

Now that *man* has gone through the whole development involved from the 100's to the 800's, he wants to keep a record of it. So he pulls it all together and writes it down as history. So we come to our last class: 900.

Here, gain, are two sub-classes that you sometimes argue are not history. These are 910: Geography, and 920: Biography.

But they are really the basis of all history. Compare the geography of Holland and Switzerland. Switch them, and see how different their histories would be.

Next only to geography, the history of a country depends on the kind of people who live in it. How different our own history would have been if, instead of Benjamin Franklin, George Washington, and Thomas Jefferson, we had had people like Karl Marx, Napoleon and Hitler as the founders of our nation.

910 and 920 are well placed.

So we have come the full circle. This is only the sketchiest of introductions to Mr. Dewey's system. May I hope, however, that it will give a little more meaning to those numbers that confront you on the backs of library books and in the upper left hand corner of cards in the catalog drawers.

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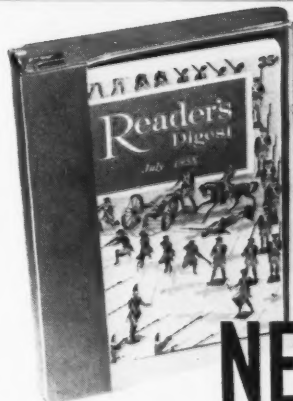
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# SPACE, PLACES AND THINGS!

MRS. HELEN D. ROBBINS\*

*Library Service for Tulare County Schools, Visalia*

The school library services for Tulare County were formerly housed in the historic old Masonic Building, erected in 1873. Space allotted for the library consisted of two small rooms, a hallway, and one large room with high ceilings. In this unpainted building the quarters were very impractical because of permanent walls, inadequate lighting, variable heating, cooling by electric fans, antiquated and insufficient shelving, and no definite work areas.

The present location in the new Courthouse sparkles with newness, cleanliness, and the freshness of a spring day. The library quarters, 4202 square feet, have no permanent walls, maintain even temperatures throughout the year, are provided with diffused lighting, and have areas defined by steel shelving to meet functional needs. Reception, circulation, shipping, cataloging and processing, and the teachers library, may be changed by rearranging the shelving. SPACE!

Distinguishing features of the shelving are a step-down section in the shipping area, and the three-section sloping shelf for the Cumulative Book Index in the cataloging area. A general work area is defined by the sitting-height circulation desk, a small clerical desk, and a bank of seven files with a continuous linoleum top. The only permanent partitions in the library are the glass walls of the librarian's office. The shipping area, close to the corridor and convenient to the loading dock, has ample table-top space, shipping bins, a storage closet, and plenty of shelves and cupboards above and below the counter. The general stacks are in the very center of the library. PLACES!

Classroom teachers are provided with three distinct types of library materials: supplementary textbooks, enrichment

reading, and the materials in the Teachers' Professional Library. Sample textbooks with accompanying manuals are displayed in the library. A duplicate display is located in a school that is accessible to eight school districts in the surrounding area. THINGS!

A supplementary textbook list (3rd edition, May 1958), is supplied to teachers and administrators. Teachers retain books as long as needed or used. No district is provided any reference books such as dictionaries, encyclopedias, atlases — or magazines.

Enrichment reading titles are not duplicated. Teachers are encouraged to come to the library for selection of materials, but may employ the request form provided, or phone in their requests. A committee of teachers, administrators, and a district PTA representative meet once a month to review and evaluate the new enrichment reading books. Supplementary textbooks are evaluated by a committee from the Instructional Services Division. Books are approved for purchase by the County Board of Education.

The Library Services Department functions under the Associate Superintendent in charge of Instructional Materials. Member school districts contract for the library services at the rate of \$75 per classroom teacher of 35 ADA.

The library staff, together with the director of library services, consists of cataloger, three clerk-typists, two clerks, and a part-time page. The delivery service, weekly to schools, is shared with the audio-visual department and the superintendent's office.

The library operates on a twelve-month basis, serving the demonstration school classes of the Visalia summer session of Fresno State College, and the regular summer classes by Inter-Library loan of the Teachers Professional Library.

During the '57-58 school year there were 92,379 books circulated to 366 classroom teachers in 47 school districts with 51 school buildings. As of June 30, 1958,

\*Drexel Library School Grad; study at Columbia. Hobbies: Hammond Spinnet organ and gardening. Garden boasts a Moon Gate of the Four Seasons; her design, her husband's construction. And the Robbins like to fly away to far places.





the book stock was 95,046. During the current year, one additional school joined the services, and one new district has contracted for services in 1959-60. Circulation this year should go well over the 100,000 mark, as at this date we are 16,000 above last year.

Impressive as statistics may appear, they cannot tell the whole story of the services provided by any library, be it public, school or special. Statistics cannot record the person-to-person service, so necessary for getting the right book into the hands of the right person. And always, the teacher and the librarian work together for the benefit of the individual pupil.

*"Have you ever rightly considered what the mere ability to read means? That it is the key which admits us to the whole*

*world of thought and fancy and imagination? To the company of saint and sage, of the wisest and the wittiest at their wisest and wittiest moment? That it enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all times?"*

—James Russell Lowell

An EE for an EYE . . . "I allow students to retype book cards when necessary, and after the first few times, I don't re-check them. Imagine my embarrassment one evening when doing the "circ" to find that we had added a new title by Cavanna—"Sex on Easy Street". It was a good thing this vowel substitution didn't happen while typing the yearly booklist to the Board; and what a circulation that title would have had on a booklist for the students!

—Muriel G. Anderson,  
Garden Grove HS

"A Gallup poll of 1955 showed that 61 per cent of the adults in America had not read any book except the Bible the previous year."

—Mississippi Library News

"The best seller list shows that a modern biography must be sin to be appreciated."

—Kiplinger's *Changing Times* for 9-58

#### MISPRINTS AND REPRINTS

*Word Fun.* "The best way to improve your vocabulary is to get fun out of words. I enjoy collecting interesting misuses and mispronunciations, such as: "He stepped on the exhilarator." "We are studying jubilant delinquency." "I don't deserve all this oolagoozing." "I don't like to sing solo; I like to sing abreast." "My boy can't come to school. He has indolent fever."

From Edgar Dale's article on vocabulary in the April 1958 News Letter, from Ohio State University.

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## **ATTENTION ALL MEMBERS OF SLAC**

### **WITHOUT DELAY will you contact ANY member of Legislature or Legislative Core or Standby Committees**

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As this BULLETIN goes to press AB 1009 and AB 1328  
have passed Assembly Education hearings  
AB 1009 passed Assembly Ways and Means on May 4.

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When you receive your BULLETIN we need one-half hour of your time AT ONCE. Write letters at once to your representatives urging their support on both bills. Contact one or two friends to do the same.

#### **YOUR HELP IS NEEDED WITHOUT DELAY!!**

"A very tight fiscal situation exists for the State Government at the present time" according to Fred Dutton, Executive Secretary to Governor Brown.

AB 1009 will not pass the Assembly OR the Senate Finance Committee without your help. YOUR representatives must hear from their constituents. Refer to your blue printed Legislative Rosters for the names of your representatives. WRITE NOW.

Your legislators need to know, from YOU that SLAC is supporting the Governor's tax program (as seen elsewhere in this BULLETIN), which means also that we support his program for better education in California. Along with CTA and CLA we should publicize our support.

**ONE MORE REQUEST FOR SUPPORT:** Find out the progress of these important CLA bills:

AB 1981	1986
1982	1987
1983	1988
1984	1989
1985	1990
	1991

Write to your Assemblymen, and get your friends and fellow school people to write also.

**BE AWARE** when these bills pass the Assembly, and thereafter write to members of the SENATE EDUCATION COMMITTEE.

Read the April issue of the CALIFORNIA LIBRARIAN, or otherwise inform yourself about the CLA sponsored bills.

Urge support of AB 1328, which is our bill to remove purchasing restrictions now prevailing in some areas on library purchases. See page 12 in March BULLETIN.

It is very important to urge support of AB 1985 which will provide additional support for public libraries.

AB 1000, by Assemblyman Geddes, would increase state school support by \$54,000,000. Urge a *do pass*.

**AND . . . oppose** SB 656 which would transfer the venerable SUTRO collection of 100,000 volumes to the University of California, which has no plans for housing it, maintaining it or using it after it has been torn out of the State Library where it now is classified. The claims for this proposed give away says CLA, are illusory. The library IS being used today!

—Maurine S. Hardin,  
Legislative Coordinator

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## ASSEMBLY BILL NO. 1328

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Introduced by Mr. Ernest R. Geddes — February 11, 1959

AMENDED IN ASSEMBLY APRIL 20, 1959

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*An act to amend Section 8453 of the Education Code, as enacted by the Legislature at its 1959 Regular Session, relating to schools.*

*The people of the State of California do enact as follows:*

SECTION 1. Section 8453 of the Education Code is amended to read:

8453. No publication of a sectarian, partisan, or denominational character, shall be distributed in any school, except that nothing herein shall restrict the development and use of school library collections. No sectarian or denominational doctrine shall be taught in any school. Any school district or city, the officers of which knowingly allow any schools to be taught in violation of this section, forfeits all rights to any state or county apportionment of school moneys, and upon satisfactory evidence of any violation, the Superintendent of Public Instruction and school superintendent shall withhold both state and county apportionments.

*Fellow Librarian . . . Urge passage!*

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26 Tenth Place  
Long Beach 2, Calif.  
April 6, 1959

His Excellency  
The Governor of California  
Executive Office  
Sacramento, California

Dear Governor Brown:

I am pleased to inform you that the Executive Board of the School Library Association of California at its annual spring meeting, March 21, 1959, in Los Angeles, voted unanimous support of your tax program.

Our organization is vitally interested in legislative matters at all times, particularly as they affect education in our state.

May I extend our sincere good wishes to you.

Respectfully yours,  
Bess Olson  
Secretary

# "RETURN OF THE NATIVE"

by BRUCE D. REEVES

*Freshman, San Jose State College*

Looking at the cover of my desk dictionary, I see inscribed on its brown leather surface these words: "Knowledge is man's crown of distinction." If this is true, then surely the acquiring of knowledge must be considered the most important function in a young person's life. The young mind is alert and eager to learn, waiting only for its fancy to be captured and then channeled into interesting, informative, and constructive directions. What better way is there to accelerate youthful quest for knowledge than by means of the school library?

I only wish that all teen-agers could have shared the wonderfully enriching and exciting experiences that I enjoyed during my four years in high school. Of course, I realize that I may have been more fortunate than some students. My school library (perhaps the use of the possessive pronoun is improper, but it illustrates my feelings) was an exceptional one. It was relatively young and consequently expanding. As it grew, it managed to preserve the liberal and progressive atmosphere so necessary to a library that speaks to adolescents. The reading room was large and bright with one wall composed entirely of windows. An expansive bulletin board at the far end of the room covered the wall with gay and colorful displays presenting new and interesting books. The personality of the library (libraries *do* have very real personalities) made it a place where young people liked to congregate—for reasons other than coming in out of the rain!

The librarian was a cheerful and warm person with a vibrant personality, one whose sense of humor and love of books pervaded the atmosphere. The lovely floral displays, the eye-catching book exhibits, the lively holiday decorations all were conceived in her quick imagination.

But more than that, she managed, while drawn into the maelstrom of adolescent demands, to guide many a young person into the port of fine literature and good fun through books.

Not long ago I revisited my high school library. As I entered the room I felt myself become tense and excited with anticipation. I eagerly surveyed the familiar scene: some students were busily working with reference materials for reports and term papers while others were browsing among the books or reading magazines; the librarian was at the card catalogue acquainting a small group of students with its processes. Oh, the memories that rushed back into my mind with that picture! The faces of the students were new to me, but the interest vividly expressed on them was identical to that which I had seen innumerable times. Looking past the lively panorama I saw a bright display on the bulletin board reminiscent of the many I had seen and enjoyed during my high school years. Then my attention was drawn to the shelves. I was very much interested by the vast increase in the size of the collection. Of course, I had anticipated the differences that lay before me. A good library grows—in many respects—and by so doing attracts new people to it. However, the characteristic friendliness and warmth remained, making a pleasant contrast to the impersonal coolness and massiveness of the college library I now frequent.

Returning to a library is like returning to one's hometown; there are so many wonderful old friends. I found myself eagerly searching the shelves for books that I had read and enjoyed. I was excited to find the same copy of *The Plutocrat* that had introduced me to the works of Booth Tarkington and, thereby to one of my favorite authors. Memories of our

coming together came to mind. Needing a fiction book for freshman English class, I had resorted to the old trick of students the world over—procrastination. With exactly one minute to find a book I had searched frantically until my eye was attracted by a bright orange cover. I grabbed the book it enveloped, checking it out of the library without noticing what I possessed. It was not the last book by Booth Tarkington to enchant me thoroughly. After handling its now faded cover and looking through its familiar pages, I passed on to other old friends on the shelves: Commager and Nevin's histories of the United States, William Overstreet's book on language, Dicken's *Tale of Two Cities*, Tolstoy's *Anna Karenina*, and so many others.

I remembered how I used to search the shelves nearly every day for new arrivals which I didn't want to miss. I remembered the times I helped the librarian with the displays. I remembered the day I won the library award—for being in intensive reader without a single overdue book during the school year. I remembered attending a student librarians' conference at the University of California. I remembered the articles about the library I wrote for the school newspaper. But the most wonderful hours I spent in the library were those spent in browsing. The books and authors I discovered, the odd bits of information I picked up, the fun I had just being allowed (and even encouraged) to roam through the book shelves as suited my pleasure and inclination—nostalgic memories of those happy times shall remain with me always.

I also remembered the year I worked in the library as an assistant whose task it was to help others find the pleasure in books that he enjoyed. What a wonderful experience it was to take a group of freshmen through the library, explaining its functions. I recall their interest in its procedures and tools, and their ultimate delight in discovering ways in which these same devices could serve them.

Because of my early intimacy with library techniques, I find today that the lore of the college library, despite its size and complexity, is more readily accessible to me than to many entering college students. The fundamental skills that I learned in high school now serve as guide posts to greater efficiency and productivity in college reference work. I do not regard the library—as do several of my college friends—as a deceitful labyrinth designed to perplex and confuse me, but as a close friend anxious to aid me in my pursuit of knowledge. Even if my high school instruction benefited me only in greater facility in the library, I would be forever grateful.

Yes, those four years were productive, stimulating, and enjoyable ones, years in which I came truly to understand that knowledge is indeed man's crown of distinction. I only wish that every high school student in America could share my experience.

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## JANKE WILL HEAD SAN JOSE'S LIBRARY SCHOOL

Three major changes in the faculty of the Department of Librarianship have been announced by Dr. John T. Wahlquist, president of San Jose State College.

On July 1, 1959, Leslie H. Janke, a member of the staff for the past three years, will succeed Miss Dora Smith as head of the Department.

The new *major domo* holds graduate degrees from both the University of Wyoming and Florida State University. He came to San Jose in 1956, after more than eleven years of teaching and public school library work in the Middle West.

### *New Staff Members*

Dr. Shirley Hopkinson and Mrs. Irene Norell will join the faculty on September 1.

Dr. Hopkinson, an M.A. in Library Science from the University of California, and an Ed.D. in Audio-visual Education from the University of Oklahoma, has had wide experience in all phases of school library work. She previously held positions at Modesto Junior College, La Mesa Junior High School, Chaffee Junior College and San Jose State College.

Mrs. Norell is a graduate of the Division of Library Instruction at the University of Minnesota, and is currently on the staff of the Librarianship Department at Northern Illinois University. She had hitherto lectured in school library education at the University of North Dakota. She also brings to San Jose a record of outstanding service in the public library field. From 1947-56 she was librarian of the Public Library in Grand Forks, North Dakota, and before that was on the staff of the St. Paul Public Library, and of the University of Minnesota Library.

Miss Norell's coming to San Jose will enable the department to develop new areas in the training of librarians, especially in the field of work with children in the public library.

The fourth member of the library faculty is Associate Professor Marjorie

Limbocker, who also has a wide background of experience in various fields.

### *Summer Session*

Full information on staff and courses was set forth in the March BULLETIN. Address inquiries now to Mr. Janke.

### D. SMITH & J. VANDERPLOEG

Miss Dora Smith retires as head of San Jose State College Department of Librarianship at the end of the current year.

She first affiliated with SJ in 1930, having graduated from the University of California and worked for a time in the school libraries of Utah. During her 29 years at the campus with the ivy-clad tower, she has served on innumerable committees of ALA and SLAC, and was instrumental in organizing SLANC, the Student Library Assistant organization of Northern California.

Miss Jeannette VanderPloeg is retiring after 30 years on the San Jose faculty. Since 1929 "Miss Van", as she is known to students and colleagues, has taught the technical processes and related courses. She has served on various occasions as an officer of SLAC, and on ALA committees, including the Committee on the Revision of the Dewey Decimal Classification.

Miss Smith and Miss VanderPloeg have had numerous articles in the professional journals, and have collaborated as joint authors and editors of numerous contributions to the literature of the library field.

Travel looms as first substitute for their academic operations.





Leo Politi

### SAINT FRANCIS AND THE ANIMALS

*Illustrated in 2 and 4 colors by the author.*  
The story of the saint who loved all living creatures, told and pictured with beauty and simplicity. Side sewn, washable. Ages 5-8. Feb. \$2.95

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*Illustrated in 2 and 4 colors by the author.*  
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### Evelyn Stefansson HERE IS ALASKA

COMPLETELY REVISED STATEHOOD EDITION  
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*by the Home Institute of the New York Herald Tribune. Now completely revised and expanded by Dorothy Callahan and Alma Smith Payne with new photographs throughout.* A comprehensive cookbook for young people who want to cook — full of good recipes and ideas for family meals, parties, barbecues, and all occasions. Ages 12 and up. May \$3.95

### Alfred P. Morgan AQUARIUM BOOK FOR BOYS AND GIRLS

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### Françoise JEANNE-MARIE AT THE FAIR

*Illustrated in 2 and 4 colors by the author.*  
Here is all the gaiety and fun of a village fair. Jeanne-Marie and her father go on their scooter — Jean Pierre is there — and Patapon, the pet sheep, gets there too! Side sewn, washable cloth. Ages 4-7. March \$2.95



# STANFORD UNIVERSITY LIBRARY AND THE FRESHMAN

by JACK PLOTKIN

*Chief Circulation Librarian and Lecturer in Bibliography,  
Stanford University Library*

During the past decade the Stanford University Library has developed three ways to assist incoming freshman students in using its vast library facilities. Interestingly enough, each approach developed independently from separate needs. They have now merged, however, and serve to implement our basic function, which is meeting the needs of the faculty and students.

The method we have used for the longest period of time is the tour of the library building conducted by the professional library staff. This procedure is part of the overall freshman orientation program during the registration period of each Autumn Quarter. In this way, we reach 600-800 students of the incoming freshman class, or fifty to sixty percent of a total enrollment of 1,000 to 1,100 students. In each tour of 25-40 students, we point out the main library services: reserve book room, card catalog, circulation desk, the book stack area, the reference desks, and the periodical desk. Each tour lasts forty to fifty minutes.

In order to strengthen this orientation program, however, we are now attempting to schedule the tours during the second or third week of the Autumn Quarter as part of a regular classroom assignment in the Freshman English classes. In this way, we will contact the majority of the new students at a specified time during a one week period. Heretofore, tours during the two days of registration have proved a burden to the students who are already overpowered with five days of pre-registration activities. In addition, as indicated above, we are reaching only fifty to sixty percent of the new class. We hope that this arrangement will take place next fall.

In the past four years we have developed another orientation method in the use of the library. This is a forty-five minute lecture given to each Freshman English class when the students are preparing research papers. Usually there are

fifty sections or so of English 2 classes with 25-30 students in each. We meet with the group as part of a regular classroom assignment and explain the steps a reference librarian would follow in solving a problem. We have used the following examples:

1. Did Hitler's strategy lose the war for Germany?
2. Did William Dean Howells have any effect on Mark Twain's writing of fiction?
3. What were the political repercussions of the Sacco-Vanzetti trials?

Thus far, we have found the Freshman English faculty unanimously in favor of the program. Indeed, we feel that we have developed an excellent working relationship with this group because it identifies the librarians with both the faculty and the students. In turn, it gives the student a librarian's approach to research.

Lastly, we offer each quarter a one unit course entitled, "The Use of the Library". We stress the importance of the card catalog and selected basic reference materials and gear the discussion of the materials to the needs of the lower division students. Since the course is elective, registration varies each quarter.

Undoubtedly, other university and college libraries have similar or expanded programs. What we are doing, however, appears to fulfill the needs of our students, our faculty, and the librarians. If and when we get an undergraduate library, we plan to develop other means of assisting the freshman in using the library. On the other hand, we realize that we cannot do too much to acquaint incoming students with the resources of a major research library. Often they are so overwhelmed with the scope of the collections that they fail to use the available facilities effectively. In any case, we find it imperative that new students start to learn how to use the library and start early in their university career.

# BOOK SELECTION POLICIES COMMITTEE REPORTING

LEROY C. MERRITT, *Chairman*

1. With regard to the Los Angeles County Religious books controversy noted in last quarter's report, good friend of libraries Assemblyman Ernest R. Geddes on 11 February 1959 introduced Assembly Bill 1328 to amend Section 8453 of the Education Code. Some opposition to the language of the bill developed from quarters concerned that the present prohibition of distribution of sectarian materials in schools be not disturbed. Mr. Geddes submitted author's amendments to take care of those objections at the 23 March hearing on the bill before the Education Committee of the Assembly, but the bill was put over for further revision to make sure that the wishes of the School Library Association and other organizations were adequately met. Legislative Coordinator Maureen Hardin and Chairman LeRoy Merritt were present at the hearing, and will continue to work for the bill's passage. It should be emphasized that no one, legislator or legislative advocate, is opposed to what SLAC is wanting to accomplish; they are merely concerned that no loopholes are left in the bill to plague either librarians or those concerned with the separation of church and state.

2. Only other activity of the Committee during the Quarter involved the query of a California school librarian about the propriety of stocking and using the promotional literature available on request from the embassies of most foreign countries. Beautiful, well-printed, and well-illustrated, each one is written from the point of view of the particular country's political beliefs, and is naturally biased. She was particularly concerned about those coming from countries with a Communist bias. Both the chairman and the co-chairman answered her to the effect that any such material which could be obtained was natural and proper grist for the librarian's mill, and that the several biases would cancel each other out if a representative selection of such materials was obtained. We suspect the librarian remains unconvinced, for she has also submitted her self-imposed problem to faculty and administration, who gave her substantially the same answer, but she seems determined to have a censorship problem whether one exists or not. Shades of the Fiske report!

## Library Course Desirable

Everybody who is going to receive a teaching credential ought to be required to have a course in library usage, just as audio-visual credit is now a must. So says the Professional Committee of SLAC.

This topic has been bandied about in many a discussion by librarians who see in such a prescription a factor that would eventually increase library use by various departments which presently seem hardly aware of the existence of their school's book collection, or assign research topics without any knowledge of the availability of materials.

## Final Northern Section Session Evaluated Telecasts

The final Northern Section meeting of the year was held at the University of San Francisco on May 16th.

The main feature of the day was the afternoon session devoted to an evaluation of educational television activities in Northern California during the past year. The discussion included the following participants: James Day, general-manager of KQED and Raymond L. Smith, director of School T-V Service for the Station, and Dr. Harold Spears, Superintendent of San Francisco Unified School District. Dr. William Sanborn, director of instructional materials for the San Francisco Unified Schools, moderated the program.

## WEST VALLEY ELEMENTARY SCHOOL LIBRARIANS' ASS'N.

ELISE SMITH, *District Librarian\**  
Union School District, Santa Clara County

### *NEEDED: A GRASS-ROOTS ORGANIZATION FOR LIBRARIANS IN THE ELEMENTARY SCHOOL DISTRICTS OF SANTA CLARA COUNTY.*

Here in rapidly growing Santa Clara County, new schools are popping up like toadstools and old schools are squeezing more and more desks into the classrooms. As school districts increase in size, so are library programs being revised and enlarged to answer the demands of a larger school population and of new planning in education. Librarians in the smaller districts outside of the city systems particularly felt the necessity for a closely-knit professional group at the local level, a group to which they could turn both for moral support, for help in setting up policies for new library systems, and for practical assistance in setting a high standard of performance for the library programs currently being revised or initiated in their own districts.

Accordingly, librarians from seven elementary school districts met one evening last September to organize a professional group at the local level. In order to pinpoint the group both professionally and geographically, we chose the name West Valley Elementary School Librarians' Association, the western section of Santa Clara Valley being the area from which the greater number of members was drawn.

We accomplished much at the first meeting, for we:

1. Framed a statement of the purpose of our organization, namely, "To upgrade library service in the elementary schools of Santa Clara County through gaining wider recognition of the school library program and the conditions under which it can most effectively function."

2. Decided to keep to a very informal organizational structure for at least the first year.

3. Appointed Holly Allen, District Librarian of the Campbell Union District, and Elise Smith, District Librarian of Union District, as co-chairmen to serve for the rest of the year.

4. Made tentative plans for the type of program we would wish to have at our meetings during the rest of the year.

We now have thirty-two enthusiastic members, representing eleven school districts. We have held successful, well-attended meetings in October, in January, and in March. At the May meeting the chairmen will turn responsibility for the future of the organization over to a new president, Adaleen Falltrick, Supervisor of the Instructional Materials Center, Jefferson Union School District. These meetings have been dinner meetings, simply because we have a good time being together. The program at each meeting has been given over to members for the scheduled presentation of the library programs in their districts, and to a time for group evaluation of strengths and weaknesses. Tentative plans for next year include the holding of a work-shop; the publication of a small and unpretentious mimeographed news sheet which we hope will inform administrators in the area of our efforts to improve library service; and the compilation of a report on library programs in the elementary districts of Santa Clara County.

At present we are very new as a group, and still feeling our way. However, some of us are already finding the group a strength to lean upon. Certainly we have a good time at the lively discussions that take place at meetings; one "husband-in-attendance" remarked, "Never saw people with so much to say to each other." It's been fun.

\*Oregonian; BA Univ. of Oregon; studied and taught in Hawaii; hobby: camping.

## INVITE HOME-MAKERS IN

MARJORIE KUTTNER\*

Edison JHS, L. A.

Bring the Home-Making Department into the library, and you will find it one of the most rewarding experiences a librarian can have.

As a part of the course of study, Home-Making has a unit on Child Care, which correlates beautifully with library resources. Among the numerous subjects covered is that of baby-sitting. This is near and dear to the heart of the junior high school girl, as it often represents the principal source of supplementing her depleted allowance.

The subject of baby-sitting becomes constructive pedagogically when the teacher introduces story-telling as a means of enticing reluctant little rascals to approach the realm of the never-never land. As story material the teacher can suggest picture books that the often plagued sitter can utilize to achieve this effect.

The librarian can discuss a few notable picture books, giving a brief review of the story, and highlights of the author's life. She can continue the teaching process with an animated demonstration of story-telling techniques, then actually tell a story involving the techniques discussed in the lesson.

A flannel board story is usually a success, especially with older groups. A short period of browsing can follow the lesson.

\*—MS at USC in Library Science. Now two years a school librarian. Hobby: Indian lore, and she invites correspondence from aficionados.

## IF YOU MOVE

The post office does not forward second class mail unless you guarantee forwarding costs. The faulty address label from an undeliverable BULLETIN is returned to the editor under five cents postage due. To insure your getting the November issue (if you change domicile), send your new address to the section treasurer by October first, before address labels are prepared for the subscription manager . . . see list of next year's officers in this issue.

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## LIBRARY STANDARDS AVAILABLE

This *Bulletin*, in its issue of May 1955, published sets of standards for various levels of school libraries; elementary, junior high, high school, junior college, and county school libraries. These have been widely read, discussed and praised for their practical approach; they will still be of value after other similar productions appear.

Plenty of copies are available at fifty cents each — all sets in one issue, May 1955. Until July 1, address Helen Dameron, 343 East Sacramento St., Altadena, and thereafter Maryline Conrey, 2533 Encinal, Montrose, California.

### *Single Copy Reprints*

Single copies of any of the above named five sets of Standards may be obtained at ten cents each by writing to:

Mary Louise Seeley  
Library Section  
1205 West Pico Blvd.  
Los Angeles 15, California

### *Old Copies ROUNDUP*

As SLAC's organizational set-up has been revamped through its years of growth, there is a possibility that someone somewhere may have on hand extra copies of the *BULLETIN*. If anyone whose eyes may fall on this note should happen to have back issues beyond his needs he is requested to pass them along to the Association. These may be labeled "FOR BULLETIN FILES", and sent to one of the persons named below, or a message passed along that there are copies available.

In the north:

Robert E. Muller,  
1593 Cleveland Ave.,  
Santa Rosa, California

In the south:

Miss Maryline Conrey  
2533 Encinal,  
Montrose, California

## SCHOLARSHIP LOAN FUNDS

Both the northern and southern sections of SLAC have loan funds to assist worthy students in pursuing library training. Thus far the procedures and rules for granting loans have been rather experimental, and not always the same in both sections. Those who handle the funds have been comparing notes in order to bring more uniformity to their practices, and will probably be ready to publicize in these pages the crystallized regulations. Each section has some loans out, and more money available, and anyone who knows of a deserving trainee is invited to refer the case to Association officers.

### The Althea Warren Memorial Scholarship Fund

In America today there are 10,000 professional vacancies in the library field, a greater personnel shortage than in nursing and teaching. Thus it becomes imperative that everything possible be done to recruit desirable candidates.

To this end USC announces the establishment of the *Althea Warren Memorial Scholarship Fund*, and invites librarians to make gifts. Thus the profession will be helped by giving aid to likely future librarians, and the name of a great librarian who was also an admirable and much loved person will be honored.

Miss Warren was on the USC staff, and had been head librarian of the Los Angeles Public Library for many years. Before that she was head of the San Diego Public Library. She also served as President of the American Library Association, and of the California Library Association.

Send your contribution to Miss Martha Boaz, Dean, School of Library Science, USC, Los Angeles, and mark it "For the Althea Warren Memorial Scholarship Fund." It is tax-deductible. If the goal of \$25,000 is achieved, a permanent interest-bearing scholarship will be established, whereas a lesser sum will be administered as a loan fund.

## Almost a gift

### THE NEWS LETTER

Every issue of the News Letter, now in its 24th year, carries a real solid article by Edgar Dale, of A-V fame, and lists various things worth writing for.

The 4-page publication is sub-titled *Bringing Information to the Teacher about the Film, the Press, and Broadcasting*. To get it you tape a quarter to a letter, and give your address. In case you move, it's another quarter. NEWS LETTER, Ohio State University, Columbus, Ohio.

Here is a sample from the March 1958 issue:

"To live a fulfilled life, you must stay alive. But each year five million people die of tuberculosis, and more than 80 million people have yaws. Fifteen per cent of the world's population have trachoma, leading cause of blindness. However, by using aureomycin and terramycin, Taiwan has already cured more than a million cases of trachoma among some two million school children.

"To live you must eat, and the world's food supply is inadequate for good health . . . But you can have enough to eat, be free of physical disease, and still live the drab, unrewarding life of an illiterate in a world that demands literacy. About half of the world's population is illiterate, and an additional fifteen per cent is nearly illiterate. The UNESCO World Survey of Education says: 'Of every ten children in the world, five do not go to school; four are in primary school, and one is receiving post-primary education' . . . Do we want to share our good life with the unfulfilled peoples of the world? What picture are we now sending abroad? . . . dealers in death, or conservers of the dreams of poets and prophets?"

## LURE OF OTHER LANDS

If you have a yen to ken the nations overseas, you'll get authentic information about your dream by obtaining the three pamphlets prepared by the California Teachers Association, at 693 Sutter Street, San Francisco.

Ask for: *Concerning Teachers from Abroad*, *International Understanding—The Teachers Responsibility*, and *The American Teacher Overseas*.

Another pamphlet is under way to aid exchange teachers, and will be titled *California Facts*.

Helen C. Bullock suggests the study of two other pamphlets, *Promotion of World Friendship Clubs*, and *How the United Nations Can Be Used Effectively in the School Curricula*. Miss Bullock worked on the CTA publications, and was cited last month by the Board of Directors of CTA for outstanding service as a member of the State Council of Education from 1950-1959, representing SLAC.

Working abroad is a tremendous experience, as many will testify. It can be done through an exchange in some countries, or by taking leave of absence from an established post here. One needs to start almost a year ahead, for the details are numerous.

Another source of information about positions overseas is the International Issue of a non-fee placement journal, *CRUSADE*, which may be obtained for \$1.00 by writing to:

Advancement and Placement Institute  
Box 99-J Green Point Station  
Brooklyn 22, New York

### Popular Mechanics on Microfilm

The complete file of Popular Mechanics Magazine is now available. The first fifty years (Volumes 1-96) may be obtained at \$750 the set. This publication has been thoroughly indexed in the Reader's Guide since 1924. How-to-do-it sections are indexed in the three volumes of Index to Handicrafts. In 1958 the Hearst Corporation acquired ownership, and plans to continue the 57-year tradition as the fore-runner in the field.



## MORE MILEAGE FROM BOOK JACKETS

VOX POP delineates diverse uses for the pretty covers that so often conceal drab bindings. Here is evidence that ingenuity has been at work. Many librarians will find patterns to imitate, and others will be inspired to devise new means of capitalizing these eye-catchers in the perennial luring of readers. And obviously, the half has not been told.

Thanks to Sister Clarice of San Gabriel Mission HS for the photos that have keyed the two questions posed this year, and also to all who have responded.

*Lenore Eberle, Morningside HS, Inglewood*

We find book jackets valuable. The publisher's information is clipped and pasted in the book to aid students. Author information is pasted on a sheet of paper, and filed in the vertical file, to supplement regular biographical sources which so often do not include popular juvenile authors.

The jacket cover is then filed in Princeton files by class number or author for use in displays, both in the library and the classrooms. Stock is kept current by periodic checks with the shelf list, as no jacket is ever displayed if the book is not available.

*Fred Osborne, Long Beach City College*

We keep a file of jackets by subject . . . We have two large display cases, the backs of which are tack boards onto which we put colorful book jackets, and we also display jackets on the shelves of the cases . . . We usually put blurb and biographical information in the back of the book.

*Cecilia Myrland, Central JHS, Pittsburg*

We stimulate the reading of biographies by using book jackets to create portraits. Covers of biographies of Lincoln, Washington and Edison, which featured their photos, were used as the background in oval framing to depict birthdays in February. The pictures were cut in circular design, surrounded by bands of narrow white and red paper, and mounted on blue corrugated paper background. The three pictures made an impressive patriotic bulletin board display.

Other covers of presidents and their wives, framed separately, were used on the biography shelf counter to center interest on the collection.

Our student assistants reinforce the book jackets with grizzly kraft paper, which we buy from Blake, Moffett & Towne in 100 pound lots. We use diluted Gaylo paste on the jacket itself, paste it to the kraft paper, cut to jacket



*Muriel G. Anderson, Garden Grove H.S.*

size, recenter on the book which has been covered with a waxed paper jacket, then add another waxed paper outside the reinforced jacket, and place the assembly in the press overnight, with the spine protruding. The waxed papers keep paste from oozing onto the book while it dries. By the next morning the jacket will cling to the shape of the book.

We have had volumes go out as many as fifty times with this treatment, and when the jacket becomes worn, the write-ups can be clipped, and pasted in the back of the still-new-looking book. Books certainly SELL better in attractive covers, and we can't afford plastic ones. We think our method pays!

*Lea Hood, Huntington Beach Elem. School*

If you are willing to have your book jackets worn to rags and tatters, just set up an easily accessible file for them. We keep two file drawers: one for librarian and teachers, the other for students. In the former, the jackets are grouped according to social studies units and other popular classroom interests. In the latter, the grouping is determined by popular student interests such as Romance, Racing Cars, Skin Diving, Careers, Family Stories, etc. As a book-selection aid, these files become well-nigh indispensable to librarian and students alike.

We label all book jackets on their reverse sides with subject headings and call numbers. This can be done as books are classified. After the jackets are trimmed, student Library-Anns file them away in labeled Oxford folders which are arranged alphabetically in the drawers. (Library-Anns are girls of grades 6-7-8).

Caution: place the student file in the least congested area of your library!



Katharine Cobb Martin, *El Segundo High School, El Segundo*

Book jackets adorn the bulletin boards, and the "See All" expanses of plate glass which at moments separate the school librarian from her public. Colorful and gay, they are sure lure for the eager, while some offer such promises of excitement and drama that the pokiest of non-readers will keep asking, "Isn't that one in yet?"

Book jackets are bone and muscle of my program . . . and what have I done? I've bought plastic covers, and will thus lose these gay and confident salesmen of precious wares.

Sylvia Ziskind, *Bellflower High School*

Our handling of book jackets is patterned directly after Nance O'Neill's practice, and she should get the credit.

In preparing the new books for the typist, I jot down on the inside of the book jacket, the actual classification number and a subject heading from a list of about 115 which I have made. The headings fall into broad categories such as California, Historical Fiction, International Relations, War Books, Travel, etc. The book number is also put on the outside of the jacket.

The publisher's blurb is cut off and pasted inside the book. The publisher's account of the author, if included, is cut off from the back and filed in envelopes in the vertical file under Authors.

The book jacket is spread open and filed under the assigned heading in a legal sized vertical file. The jackets are used in library displays and are lent to teachers for their displays. The students have access to the book jackets and seem to enjoy looking at them.

If we have several copies of a book, we cut the spine of one copy and keep an envelope of spines only. These are sometimes used in unusual ways for displays.

This initial effort takes an extra minute but I think it's worth while.

## GIRL WITH A BOOK

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Little girl, with your open book —

What catches your fancy there?

Are you watching the fairies as they dance,

Or trying to escape from the witch's lair?

Can you catch Pan's pipes—echoing clear,

Too high for mere grown-ups to hear—

Or do you, wonder-eyed, trail after Oz,

Too trusting to have any fear?

O, dear little girl, with your dream-traced page

And your fairy-enchanted look,

May this be as close as evil can come:

The pages of your book!

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WRITE FOR LISTS

### THE SANTA ROSA SONGBIRD

*The last of this year's hobby series is devoted to Robert E. Muller who assumes the editorship of the BULLETIN, come July 1. If he sings as pretty as he writes, we commend him to the program committee for next year's reunion in Palo Alto. And if you look at his pedigree which follows, you will refer to him with the scotsman's phrase, "He's a lad o' pairs".*

—Harold C. Kime

\* \* \* \* \*

Haunting melody, simple verse—this is the stuff of the folk song! And simple and common though it be, the folk song is truly a classic art form—as much an art form as the symphony, the painting or the sculpture. The true folk song passes every test of greatness, plus one that more literate art often fails: it has something to say to everyone: child and grandmother, banker and beatnik; the academic and the illiterate are all enfolded in the charms of the folk song.

This fact of universal appeal is one of the great pleasures of making a hobby of collecting and singing folk songs. For twenty years I have devoted odd moments to discovering these new-old songs, learning and singing them for my own pleasure, and that of others. What can match the inner warmth that lights the eyes of a 5-year-old when he joins in the chorus of "The Blue-Tailed Fly," or the risqué chuckle of a business man over the "Foggy, Foggy Dew?" What is more beautiful than the poignancy of "Green-sleeves," or the moving tenderness of "I Wonder as I Wander?"

And the performance of these songs lies within the grasp of most anyone, for they require no complicated instrument, nor long years of vocal training. A simple autoharp, an ear for melody, a sense of rhythm — these are the prerequisites. The results: a bringing into being of beauty; a sense of participation, and the simple joy of creating. Truly, a rewarding experience.



### Thumb-nail Biography

Oakland-born. Air Force, Europe, '42-45. B.A., UC Berkeley '48; BLS UC Library School '53. H.S. teacher: Delano & Carmel; SH Librarian, Carmel; JHS Librarian, Petaluma; County Schools Librarian: Sonoma Co. Schools, Santa Rosa. SLAC: Treasurer N. Section '54-55; State Treas. '56-57; Chairman, N. Section Book Committee '55-56; Member, Book Selection Policies Comm., '55-57; State Manual Rev. Comm. '57-; N. Section Workshop Comm. '55-; N. Section Co. Schools Librarians Comm. '55-; N. Section Auditing Comm. '55-56. Co-Producer of KQED Television series on elementary books and libraries, '58-59.

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Sandburg, C. American songbag. Harcourt, 1927.

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 Long, Miss Katherine (L), Tennyson HS, 27035 Whitman Road, Hayward  
 Look, Wallace C. (L), Balboa High School, 1000 Cayuga Street, San Francisco 12  
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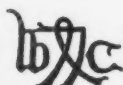
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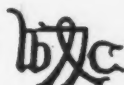
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# BULLETIN

School Library Association of California



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## SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

Indexed in LIBRARY LITERATURE

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MARCH, 1959

HAROLD C. KIME, Editor

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## NORTHERN SECTION EVENTS

Reported by LESLIE H. JANKE, *San Jose State College*

Mr. Eugene Mushlitz, assistant executive secretary of the California Association of Secondary School Administrators, will be the featured speaker at the meeting of the Northern Section which will be held in the new Stagg Senior High School Library at Stockton on March 7. Miss Chrysta Richards, librarian, is serving as local chairman.

Mr. Mushlitz will discuss the appraisal accreditation program of CASSA, especially as it concerns the school library. Information given by Mr. Mushlitz at the Stockton meeting will serve as a basis for discussion, and possible recommendation, by the Association at the May meeting.

The final meeting of the year, scheduled for May 16, will be hosted by the University of San Francisco with Sister Mary Alma of the university as local

chairman. The highlight of this program will be a presentation entitled "The Impact of TV on Education." Participating in the program will be a panel of experts who have worked with educational television productions during the past year. The group will include Dr. Harold Spears, superintendent of San Francisco Unified School District; James Day, general manager of KQED; and Raymond L. Smith, KQED director of school television service.

During the morning session of this final meeting of the year time will also be set aside for a discussion of the CASSA accreditation proposals which are to be introduced at the March meeting. The installation of the new officers will also take place during the May 16 meeting. An additional feature of the San Francisco meeting will be a variety of exhibits related to school library materials.

## COME TO SANTA BARBARA! SPEND THE WEEKEND!

All southerners are invited to come north — for this is the northern part of Southern Section, SLAC!

April 4, 1959 — 9:30 a.m.

University of California campus, Auditorium, *New Classroom Building*

*Directions:* Stay on 101 North (about 8 miles from State Street) until signs say LEFT to University of California. Turn left, cross railroad tracks and proceed on this road to the ocean, ignoring all other signs. At the ocean, road bears to the right up to the campus gates. Follow main road through campus, curving right and left, to intersection. Turn LEFT into large parking area. The Library is straight ahead on the left; the *New Classroom Building* is on the right.

9:30-10:15 Coffee

10:15-11:30 Program: "Makers of Books"

George R. Munroe — Books for all  
Department of Education  
Santa Barbara County Schools

Margot Benary-Isbert — Books are imaginative  
Helen Bauer — Books are informative  
Don Freeman — Books are artistic  
E. Louise Noyes — Books are selected

11:30-12:00 Tour of the campus (optional)

Lunch wherever you wish. (Suggestions proffered.) Happy weekend!

—Olma B. Bowman and Charlotte D. Davis

## EDUCATIONAL TELECASTS IN NORTHERN CALIFORNIA

KQED is featuring the following programs aimed especially at secondary librarians and teachers. Instructors are Mrs. Thelma Dublin, Coordinator of Library Services in the Diablo Unified District, and Mrs. Fern Davis, Director of Libraries in Pittsburg Unified District.

Feb. 19 The librarian and the reluctant teacher library user. The recent NEA study of school libraries showed that art and commercial teachers were less frequent participants in library use. An art teacher and a commercial teacher will demonstrate that this is not necessarily so. *Mrs. Davis*

Mar. 5 A school administrator and his librarian will discuss how they cooperate, develop, and "push" the library program with both teachers and students, to the benefit of the total curricular program. *Mrs. Dublin*

Mar. 19 A high school librarian and two students. Student use of the school library for pleasure reading, for independent reference work, and classroom research as directed by teachers and librarian. *Mrs. Davis*

Apr. 9 Panel of a librarian and two teachers will demonstrate the effective use of library resources through:  
scheduled class visits to the library with the teacher  
special reports and debates  
research methods and the research paper  
the librarian's part in teaching library skills  
the teacher's part in teaching library skills. *Mrs. Dublin*

Apr. 23 The school librarian and the program for the gifted. A librarian, a teacher, and a student in the gifted program will discuss the library as the laboratory and research center for teachers and students in this special field of education. *Mrs. Davis*

May 7 A highly successful librarian will show how she motivates the teachers in her school to make good use of the library, and how they have learned to "communicate, understand, and cooperate".

*Mrs. Dublin*

May 21 The first nationwide study of the secondary school teacher and library services made by NEA and ALA. The full report and results of 3000 questionnaires sent to teachers will be discussed by a panel of librarians, teachers, and association representatives. *Mrs. Dublin and Mrs. Davis*

### SOUTHERN SECTION EVENTS

March 7, 9:30 — **Students and Books.** To be presented by a student panel under the guidance of Mr. John M. Stewart of Pasadena HS. C.T.A. Headquarters, 1125 W. Sixth St., Los Angeles, Room 29, downstairs.

The freeway network in Southern California should make it possible for many librarians to reach the Miramar Hotel in Santa Monica for the Saturday, May 2 session. Business meeting at 9:30. Lunch at 12:30. Outlanders, set your alarm, and get in on another good program.

# SAN JOSE STATE TRAINS LIBRARIANS VIA CLOSED TV

By LESLIE H. JANKE, *San Jose State College*

An innovation in the training of school librarians has been initiated by the Department of Librarianship at San Jose State College through the use of the college's closed circuit television network.

Classes in School Library Administration, under the supervision of Leslie H. Janke, have utilized the direct cables to two of San Jose's city schools to provide students with additional opportunities to observe actual school library situations. The library of Mrs. Islay Stephen at Theodore Roosevelt Junior High and the instructional materials center directed by William Parker at San Jose High School are used as the origination points for the TV pickups.

Through the use of the closed television circuits, students in the library administration class are given the chance to see school libraries in operation without leaving their classroom. The six hours of observation received via the television method is preliminary to the 180 hours of field work each credential candidate is required to perform during the final semester of librarianship training.

As the students watch the TV monitors in the classroom, they are able to observe a variety of services offered to boys and girls by a school library. The telecasts

are scheduled at an early morning hour to enable the viewers to see the libraries as they provide a program for the voluntary user who comes to the library prior to the beginning of classes, and also to see the free time activities of the librarian while students are in their home rooms. After classes begin the cameras show individual students at work in the library as they come from classes on a pass, or on some occasions the activities of an entire class as supervised by the librarian or the classroom teacher.

Although the television facilities at San Jose State have been available only since last fall, the Department of Librarianship utilized the set-up immediately after it went into operation. Mrs. Marjorie Limbucker's classes in School and Library Relations presented story-telling sessions and simulated lessons in teaching the use of the library over the closed circuit net. According to Miss Dora Smith, head of the Department, other departmental uses of the facilities are now in the planning stages by the librarianship faculty. These TV projects are developed in co-operation with Dr. Richard Lewis, head of the Department of Audio-Visual, who coordinates the television project at San Jose State.

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## UCLA ESTABLISHES LIBRARY SCHOOL

A graduate School of Librarianship will be opened at UCLA in the fall of 1960, Chancellor Raymond B. Allen announced yesterday.

The University Regents recently approved the creation of the new school to meet this area's present and anticipated needs for professional librarians," Chancellor Allen said.

"Their decision was based upon a thorough study of the shortage of trained librarians, and was made only after consultation with directors of the existing library schools and upon the recommendation of library educators, school and public library groups, and similar organizations elsewhere in the Southwest."

A one-year graduate program leading to a Master of Library Science degree will be offered, and a maximum of 50 students will be accepted for the first year.

Chancellor Allen said that the dean and associate dean of UCLA's School of Librarianship will be appointed on July 1. Its faculty will be recruited in part from practicing members of the library profession.

(Other library schools in California are at the University of California, Berkeley, the University of Southern California, San Jose State College and Immaculate Heart College in Los Angeles.)

Dr. Lawrence Clark Powell, librarian of the UCLA Library and one of the school's pioneer planners, said the new School of Librarianship will be temporarily located in the campus's main library building. When the projected North Campus Library Building is erected (in approximately five years) the School of Librarianship will be given permanent quarters there.

Dr. Powell pointed out that the Regents' action followed a continuing study that began in 1930 when the City of Los Angeles queried UCLA about taking over the library school of the Los Angeles Public Library.

In announcing the Regents' decision,

Chancellor Allen said, "UCLA has the essential resources for the development of a first-rate library school. It has an extensive library system which can serve as a laboratory for student courses and an excellent library staff to bolster the instructional faculty which will be created to staff the library school."

Chancellor Allen explained that the aim of the new school is to fill present unmet needs.

"Its curriculum and enrollment policy will be designed to recruit students from new sources by drawing upon the large potential supply of students at UCLA, and not to attract prospective students away from existing schools."

Dr. Powell, a long-time critic of library schools which stress mechanical "house-keeping" techniques over a knowledge and understanding of books, said the new school will teach librarianship as "a humane and rewarding profession, dedicated to the bringing together of books and people."

The basic objective of the School of Librarianship, Dr. Powell said, is the training of librarians who are:

- (1) Concerned with the contents of books and the needs of their patrons.
- (2) Aware of their responsibilities as guardians of man's right to read all books.
- (3) Equipped with the professional skills necessary to fulfill their responsibility.

---

### *Second Annual Observance*

## NATIONAL LIBRARY WEEK

April 12-18 will be the date, so develop those plans to get your own show "on the road." If you want to review what transpired last year, look up the article in the ALA Bulletin for June 1958.

---

The Spring Meeting of the State Executive Board will meet on March 21 in Room 27 of the C.T.A. Building in Los Angeles, at 9:30 a.m.



# Traveling Science Library Offered To High Schools

MRS. MARY ERICSSON, *Pittsburg Unified Schools*

Approximately 1500 senior high schools and comparable preparatory schools will have available to them during 1959-60, the Traveling High School Science Library sponsored by the National Science Foundation and administered by the American Ass'n for the Advancement of Science. The program, now in its fourth year, is being received by 1350 senior high schools representing every state and territory.

How the program functions is explained by Edwin Tyson, Pittsburg, California High School librarian, whose school was one of 66 in his state to receive the shipment during the current year.

The Traveling High School Science Library is composed of 200 books, selected from the suggestions of representatives of a large number of scientific and other organizations, and of a great many individuals who are authorities on their subjects. The books have been tested and evaluated during the four years that the program is in operation. Most of the books were chosen because of their potential appeal to the general reader who has little or no background in science and whose proficiency in mathematics does not go beyond algebra and plane geometry. A few books are more advanced to provide an incentive to the exceptional senior high school student.

The Science Library is divided into eight units of 25 books, placed in a small traveling case that is used also for displaying the books in the school library. Books are shipped by railway express and fees are paid by the American Ass'n for the Advancement of Science. Every nine weeks a new shipment of the collection arrives until the complete set of 200 is available to each school on the list. There is no charge for use of the books, but if one is lost the school pays two thirds of its list price. Tyson reports only one loss during the first semester.

At Pittsburg High School the books are kept in the library reading room and are available to any student or teacher. Their distribution is conducted by the School Science Club as one of its projects.

Although publicity concerning the Traveling Library made it a subject of great interest among pupils, circulation at Pittsburg High School was not as great as had been anticipated because the excellently supplied school library already had at least a third of the titles. (This, however, would not be the situation in many other schools whose libraries are not so well equipped, Tyson believes.)

However, in their unified display the books attracted wide attention among students who had a real interest in science. They were used by sophomore biology students and social studies classes in their study of anthropology and evolution. Students and faculty members alike checked them frequently, Tyson reports, and English teachers commented on how well-written the selection is, in addition to the superior merit of the subject matter.

The books were available to students for a two weeks loan period and for library study at any time.

Special help from the Traveling Science Library was particularly noted at Pittsburg High School by two students, Horace Enea and Paul Kayfetz. Paul is working on a linguistics project for a Science Fair entry and Horace on a sound project for a California competition.

Although the contents of the Traveling High School Science Library have been planned to broaden the science background of all high school students, it has proved of particular value to those interested in professional careers in the sciences, Tyson found.

An additional benefit has been acquainting librarians with well-written, interesting books on sciences and mathematics suitable for general reading.

To get the books, application is made to the *American Ass'n for the Advancement of Science*, in the Spring, for delivery the following September. Four schools in close proximity are usually selected, to rotate with unit shipments. The group in Contra Costa County area surrounding Pittsburg included Antioch, Alhambra and San Ramon High Schools.

Only senior high schools, or prepara-

ton schools of comparable scholastic level are eligible to receive the shipments. The participating schools are required to have an enrollment of not less than 150 in the 10th to 12th grades, inclusive.

Preference is given to schools in non-metropolitan areas provided they meet other requirements. The school should have a full-time librarian, and should offer courses in mathematics, solid geometry, physics and chemistry. A creditable percentage of each graduating class should be regularly admitted to accredited colleges and universities. Additional consideration is given to schools which report that one or more science or mathematics teachers have attended, or are enrolled to attend, one of the institutes for science and mathematics sponsored by the National Science Foundation.

Closing date for next year's application is May 1, 1959. Complete information may be obtained from Hilary J. Deason, director of the science library program, American Ass'n for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington 5, D.C.

## NOW IN THE AFTERGLOW

OAKLAND is proud of Mrs. Marguerite Kirschman, Bret Harte JHS librarian, who spoke on historical fiction, "Gold Is Where You Find It," before the National Council of Teachers of Social Studies which met Nov. 28-29 at the Sheraton-Palace Hotel in San Francisco.

ROSEMEAD is proud that Librarian Cozette Anderson's report of the Riverside meeting made front page in the community newspaper.

TRUCKEE is proud to have a three-page article by librarian Roy D. Baker, "An Organized Club of Student Library Assistants" appear in the December 1958 issue of the magazine *School Activities*.

KERN COUNTY UHS and JC are proud of E. Ben Evans, whose article in the *Saturday Review*, Nov. 1, 1958, set forth the needs of a well-planned modern secondary school library in good books, good librarians and adequate space to provide the best possible service for all but especially for the gifted. Ben will be teaching two classes at the first session of summer school in the University of Washington: School Library Administration, and School Library Supervision.

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# NATIONAL DEFENSE EDUCATION ACT OF 1958

*A Summary of the Implications for School Libraries and School Librarians*

By ELEANOR E. AHLERS, *Executive Secretary*

*American Association of School Librarians, a Division of the American Library Association*

School libraries and librarians may receive benefits from the National Defense Education Act, especially through Title III, if requests are given high priority in the project which the school system submits to the State Department of Public Instruction. Federal funds will be expended solely for projects approved by the State educational agency for the acquisition of laboratory and other special equipment (including audio-visual materials and equipment and *printed materials*, but excluding textbooks) suitable for use in providing education in science, mathematics and modern foreign languages in public elementary and secondary schools (including junior colleges when they are part of the state system of secondary education); and for minor remodeling of laboratory or space used for such equipment. The Commissioner will also allot funds directly to private nonprofit elementary and secondary schools.

You as school librarians have the opportunity to build up collections of printed and audio-visual materials in the areas of science, mathematics and modern foreign languages through the provisions of Title III. You also have the chance through Title V to build up collections of materials in the guidance and counseling programs in secondary schools. Through the provisions of Title VIII funds may be expended for materials for vocational education programs. You may be able to do minor remodeling in library quarters to accommodate additional materials or equipment to be used in the subject areas named.

*School librarians should do the following in regard to State plans:*

1. Plan with the subject area teachers involved, and with administrators, the needs of your library materials collections, equipment and minor remodeling. Be sure that these re-

quests are given priority, sent to the State Department of Public Instruction and *included in State plans.*

2. In states where there is no State School Library Supervisor in the State Department of Education, urge the appointment of a librarian to serve on the State committee formulating the State plan.
3. In states where there are no existing or adequate standards (which are *required in all State plans*) for materials and equipment, offer assistance through State associations of school librarians in setting up such standards.
4. Urge personnel in the State Department of Education to improve the collection of data about school libraries and disseminate this information, as provided in Title X.

*In addition, school librarians should do the following:*

1. Urge students in institutions of higher education to take advantage of loans under Title II of the Act. (50% of such loans are cancelled for those who become full-time elementary or secondary school teachers for at least five years.) In 47 states school librarians are certificated as teachers.
2. Initiate recommendations and make suggestions to individuals, groups, organizations, and public or private agencies for securing grants for projects of research and experimentation in more effective use of TV, radio, motion pictures and related media for educational purposes as these may affect elementary and secondary school libraries (Title VII).

(Printed at the suggestion of Marion Horton, School of Library Science, U.S.C.)



## SAN JOSE STATE ANNOUNCES SUMMER STAFF AND COURSES

A program of undergraduate and graduate librarianship courses will be offered during the 1959 six-week summer session by the Department of Librarianship at San Jose, California, State College from June 22 through July 31, according to Leslie H. Janke, director of the Department's summer program.

Three visiting instructors will supplement the regular faculty during the summer. Joining the summer staff is Raymond G. Erbes, National Chairman of the American Library Association Committee on School Library Quarters and well known for his numerous publications on school library planning. Erbes is presently librarian at Reavis High School in Oaklawn, Illinois, and is on the extended day librarianship teaching staff at Chicago Teachers College. During the past three summers he has taught library science courses at New York State Teachers College and Florida State University. Mr. Erbes will direct the School Library Administration course and the Curriculum Building Materials class.

Miss Jean Nelson, librarian at Hinsdale, Illinois, Township High School, is also joining the summer staff and will be teaching the Basic Reference Materials and the Book Selection For Schools courses. Miss Nelson was on the librarianship staff at Illinois State Normal Uni-

versity during the past two summers. Previous to that she has taught at Chicago Teachers College, Southern Illinois University, University of Florida, University of Virginia, and State University of Iowa.

The third member of the visiting staff, Mrs. Charlotte Davis, Coordinator of Library Services for Santa Barbara County, will teach Technical Processes and Basic Book Selection.

The summer program includes the following: Curriculum Building Materials, 3 units; American Magazines, 2 units; Basic Reference Materials and Services, 3 units; Technical Processes, 3 units; Basic Book Selection, 2 units; Administration of the School Library, 3 units; Library and School Relationships, 3 units; Special Materials, 2 units; and Book Selection For School Libraries, 3 units.

Graduate degree course offerings are: Advanced Cataloging, 2 units; School Library in Community Life, 2 units; and Secondary School Librarianship, 2 units.

The librarianship curriculum at San Jose includes a complete credential program as well as master degree programs in three areas: School Librarianship, Curriculum Materials, and Public Library Service.

Students interested in additional information on the librarianship program at San Jose State should direct inquiries to: Miss Dora Smith, Head Department of Librarianship, San Jose State College.

## PASSING OF ELSA NEWMAN RUCKER

Friends of Elsa Newman Rucker will be shocked to learn of her death in Sunrise, Alaska on November 6, 1958. Elsa joined the staff of San Jose State College in 1933, immediately after her graduation from the San Jose State library school. In 1939 she became librarian of the Everett Junior High School in San Francisco, obtaining a leave of absence in 1944 to serve as librarian at the Navy Convalescent Hospital in Sun Valley, Idaho. Here she met her future husband and since their marriage they have lived in Alaska.

Her husband in Sunrise, Alaska, and two daughters living with an aunt in Marysville, survive.

## March of Censorship IV Quarter 1958

### BOOK SELECTION POLICIES COMMITTEE REPORTING

LEROY C. MERRITT, *Chairman*

1. The 1957 legislature added a new paragraph to the Education Code which reads in part as follows: "No publication of a sectarian, partisan, or denominational character . . . shall be made a part of any school library . . ." The punishment is severe, for any school district found to be in violation would forfeit "all right to any state or county apportionment of school moneys."

The new section came into question in Los Angeles County in October when the county auditor refused to honor invoices including books which had the word God or religion in the title. The books have not been withdrawn from the school libraries in question, but it has been necessary for the librarian to provide an affidavit stating that the book is not sectarian or that it is needed for a certain unit in a certain course. Some librarians have taken to providing such an affidavit at the time the order is placed. There was much discussion of the matter at Riverside and it has been decided to seek repeal of the section 8273 of the Education Code which is causing all of the difficulty.

A November 7th bulletin from the office of the County Superintendent of Schools to all school district administrators presents a certification form to be submitted with each invoice listing the titles of all books where the title might seem to have religious connotation or which has possible religious content and *should only be signed by someone in an administrative position such as: District Superintendent or Assistant Superintendent of Schools. (Italics NOT ours).*

2. At the Riverside meeting the Board of Directors approved the statement of policy entitled "Intellectual Freedom in Libraries," which was published in the May issue of the Bulletin, with the addition of four words to Area of Concern number three which now reads as follows: "The Associations are concerned with proposed or actual restric-

tions imposed by individuals, voluntary committees, or administrative authority on library materials, or the selection judgments, order procedures, or administrative practices of librarians."

A meeting of a greatly augmented Book Selection Policies Committee was attended by more than one hundred members of the Association who devoted most of their time to a discussion of the religious books controversy noted above and who indicated their wish to have the offending statute removed.

#### Oakland Public School Notes

Mrs. Gertrude Memmler Nunes has retired after ten years as librarian of the Teachers Professional Library. She formerly worked in the libraries at San Jose and S. F. State Colleges, and was, for many years, the Berkeley H. S. Librarian.

Miss Barbara Baker. (UC '43) from the Suto Library in S.F., has taken Mrs. Nunes place in the Professional Library.

Mr. Irwin Mayers (UC '57), has been appointed Head Librarian of Oakland J.C., Liberal Arts Division. The staff now has three certificated librarians, including Mrs. Helen Truber and Miss Therese Woodward.

Miss Jessie Boyd, Director of Libraries for Oakland Schools, has just completed her 25th year of teaching in the School of Librarianship (UC Berkeley). Now she will devote full time to the rapidly expanding library program in the Oakland Schools. Her supervisory duties extend from kindergarten through junior college.

#### BOOK BURNING . . of a sort!

Probably the first library in San Francisco was that of the Grand Lodge of Free and Accepted Masons (1850), then the Mercantile in 1853, and the Mechanics in 1885. In 1906 the latter two joined, and three months later their 200,000 books went up in the fire that followed the earthquake.

The first free public library was the Suto, 1878; in 1906 it also became bookless and homeless, a clean sweep. As a bootstrap bibliophile, Suto had built up the world's largest private collection.

Source: *San Francisco Chronicle* 7-13-58

## Calling All Librarians!

IRENE LIEBENBERG

President — SLANC — '58-59

If you are interested in encouraging librarianship as a career, in allowing your library assistant to exchange ideas and experiences with other assistants, and in providing your assistants with recognition and chances for participation similar to that of students in other major school activities, then you will be interested in knowing about the Student Library Association of Northern California.

SLANC membership is open to library assistants in elementary, junior high, and senior high. A group of school library assistants on one of these levels may obtain a SLANC charter, and renew it each succeeding year. Membership not only in SLANC, but also, in one of the SLANC districts.

SLANC is divided into twelve districts, each of which covers several counties. The districts extend from Tulare County north to the California-Oregon border. Each organized district meets twice a year and tries to give the students a chance for more active participation in SLANC. Elementary members are allowed to vote only on the district level.

The highlight of the year is the annual meeting. In the four years that SLANC has been in existence, the meeting places have been the University of California at Berkeley, San Jose State College, Stanford University, and the University of Santa Clara. This year (1958-59) the annual meeting will be held at the College of the Pacific. The main event during the meeting is a talk by a well-known author. Some of the authors who have been guest speakers for SLANC have been Father Bernard Hubbard, Marian Garthwaite, Howard Pease, and Jessie Boyd.

As SLANC is to build interest in librarianship as a career, a librarian, either school or public, is also invited to address the group. Since the policy of SLANC is to hold the meetings on a college or university campus, the program usually includes a tour of the campus. Also included are the business sessions and the election of officers.

Although SLANC is a student organization, and all of the business is transacted by the students, it does receive help, both in a financial way and in an advisory capacity, from the adult organization, SLAC. The students are grateful for the help which has been given them.

SLANC has worked to make a name for itself by adopting a design and colors for a pin, which have also been carried out on SLANC letterhead stationery, which the officers are currently using. The pin may be purchased by any deserving member with the approval of his sponsor.

SLANC has grown in size since its first meeting. At both the San Jose and the Stanford meetings, over 900 assistants attended. Attendance at the meetings is being limited to those who have paid their membership dues. The SLANC executive board is seeking further means for limiting the attendance, and is thereby emphasizing the importance of supporting the district organization.

SLANC will continue to grow as long as students are genuinely interested in library service and in the development of district organizations.



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## A MASTER TEACHER CORRELATES LIBRARY INSTRUCTION AND ENGLISH

Miss Dorothy C. Wright, of Woodrow Wilson Junior High School in San Jose, gave a most inspiring talk concerning her unit of instruction on "Books and Libraries" to the Junior High School group of the School Library Association, Northern Section at their January 17th meeting in Fresno.

The unit which extends from six to eight weeks ties in with three chapters, "Seek and Find, Enjoying Books, and Leisure Time," of the 9th grade English text, *Junior English Three*, by Stoddard, Bailey and McPherson, which Miss Wright uses.

Planning the unit is a cooperative endeavor between students and teacher; preliminary survey of the interest of the class in reading and library information is explored. The students whose I.Q.'s usually range from 96 to 130, then set up an agenda which includes what they feel they need to know, and make conduct rules for the library and the classroom. Since, as Miss Wright stated, she cannot be in two places at once, each group needs to be self sufficient. Miss Wright visits the group working in the library only once during a given period. The groups, which consist of six to eight young people, each have a leader with whom they confer on any minor problems. These groups are arranged on Monday and plans for the week are made; the decision as to which group is to visit the library each day is made, in order that no time be lost.

Before starting on the project, each student is provided with an outline, a study plan, given text assignments and a check sheet. These the students keep in a folder and add to them their special assignments as accomplished. One of these assignments is memory work in poetry. Two poems are memorized, one of the instructors' and the other of the students' choosing. These poems are shared with the class, not as individual recitations, but in groups, which Miss Wright believes gives support to each in-

dividual speaker. Another special assignment is in book reporting, where an outline is given ahead for the student to follow, but also where emphasis is placed on originality.

Two of the most interesting features of the unit are the "catch up days," when all the students are allowed to go to the library, and the "check up days" in the classroom, when the work accomplished to date is evaluated.

The first subject taken up is the study of the dictionary. In taking up this part of the unit, Miss Wright emphasises that they proceed from the known to the unknown. The dictionary is not only studied for the amazing number of things which one may find, but also for expressions and phrases.

This study is followed by the examination of the encyclopedia and its many uses and of single reference books, the card catalog, the Dewey Decimal System, the non-fiction collection — with especial attention to biography — and finally with a written composition portraying some person of note.

Miss Wright then takes up the use of the Reader's Guide, with a study of periodicals and bound volumes, the vertical file and the poetry mentioned above. In addition to the memory work, a study of rhyming schemes is taken up and the students try their hands at composing original poems.

The last step in the unit is that of evaluation. This includes tests on library procedures, as included in the outline, oral discussions — embodying the students' own criticisms — and compiling a list of library books by author, by types — as sea stories — and by countries. The students also make sets of catalog cards, including author, title and subject cards.

In discussing book reports, Miss Wright explained that she did not permit the students to postpone their reading until the last minute, but encouraged them to read throughout the entire course. In the books they read, they are



asked to find examples of good descriptions, of unusual phrasing and to tell in their reports why they choose each particular book.

While carrying on each aspect of the unit, these students also take part in the American Legion Contest, the Edwin Markham Poetry Contest, make an extensive study of the biographies in the library and report on as many books as possible.

The enthusiasm of her students for this type of work was demonstrated by Miss Dorothy Wright when she told how they begged to be allowed to continue after the unit was scheduled to close. She told how they haunted the library from the moment it opened until the librarian, Miss Edith Titcomb, closed it at night. They gave up their lunch hours and insisted there was so much more they needed to do.

Miss Wright brought several folders which belonged to her students to show to the group. The work in them proved the interest the class feels in their work. A special request had been made to Miss Wright that she watch to see that no one of us appropriated their notebooks, nor to lose them, because they felt the information would be useful to them throughout high school and college.

Miss Dorothy Wright reminded us in closing that such a unit could not be carried on without a helpful librarian, and what a challenge this presents to all librarians to seek an opportunity to work with such an enthusiastic English teacher.

## OCCUPATIONS FILING PLAN

Librarians and counselors everywhere will welcome news of the 1958 revision of *Occupations Filing Plan and Bibliography*, by Wilma Bennett, Covina High School librarian. She has enlarged the system to include 270 fields of work, 501 cross references, and 58 supplementary headings, all in alphabetical order as in *Dictionary of Occupational Titles*. The Sterling Powers Publishing Company, of 2823 Gage Avenue, Huntington Park, has also printed a leaflet for use with the *Plan*, listing job headings in relation to school subjects.

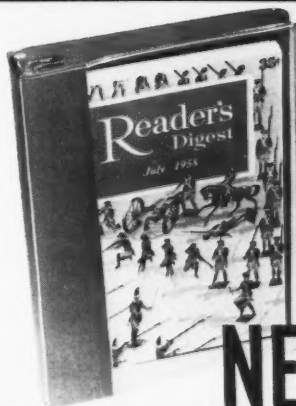
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## **BOOKS, CHILDREN, AND COLLEGE STUDENTS — A DESCRIPTION OF THE UES LIBRARY AT UCLA**

DONNARAE MACCANN

"Well, what are you doing that is new and different?" This is the typical question by visiting educators and librarians at the University Elementary School Library, at the University of California at Los Angeles, but there is seldom time to relate even a fraction of the characteristic features of the library or discuss its major goals. What follows is a slightly less brief attempt.

A major emphasis at the University Elementary School is placed upon social studies, some units of study during the past few years including the United Nations, the modern newspaper, aeronautics, tribes in Uganda and Ghana, Hopi and Navaho Indians, boats and harbor life, the freight train, and several different phases of American history. The problem of the library in this regard is summarized in these terms by Winifred Walker, a former UES librarian: "Our service to the staff means living so close to the intellectual life of the school that we find books to meet the needs which are just being felt."

Another area of service is with university students, whose major task before student teaching is to build an "anticipatory sequence in the social studies." This means selecting a particular grade and area of experience, anticipating the needs of the children in this area, and preparing the materials to meet them — stories, poems, maps, directions for construction, and all kinds of specific information. The areas of experience they choose are often the same as those studied in the classrooms at UES, and the same books are needed by both groups. Also using the library are students taking the course in children's literature, those studying art education, music education, physical education, and early childhood education, and those working with children in the Clinical School under the Department of Psychology.

An effort is made at the UES Library to gather any new impressions or information that will prove valuable to teachers and librarians, and one of the library's explicit goals is to "serve the State, as well as UES and the University, as a demonstration school library." During summer sessions the demonstration activities are accelerated due to the extra large number of education students. As Winifred Walker has written, "when a class comes to the library, twenty-five children may be followed by as many as forty adults. They listen to the story, and then the children weave unconcernedly among them to look for books to read at home and at school."

In 1955 there was an experiment with dramatic play in the library wherein the children in the two fourth grade classes chose to play either the role of author, illustrator or publisher. Those who considered themselves authors wrote down ideas for stories, while the illustrators drew samples of their work and publishers made editorial comments and drew up contracts. The manuscripts were later made into modest books with bright covers, and quite unexpectedly this led to concern with the arrangement of the library; the authors wished to appear in the card catalogue—THREE TIMES for each book!\*

There have been occasional workshops involving the UES librarian, and frequent lectures on children's books have been given to education classes. A workshop for administrators and supervisors was conducted in the summer of 1955 by Helen Haffernan, Chief of the Bureau of Elementary Education of the California Department of Education. It had to do with children's books which give a feeling for life in other lands, with criteria for choosing those books worthy of reading aloud.

Scores of visitors tour the library every year from such distant places as Japan and Afghanistan, and there have been several children's authors who have visited and entertained the children — namely, Clara Ingram Judson, Richard Chase, Leo Politi, who painted for the children while they watched, and the late Gudrun Thorne-Thomsen, who told stories to the children and also instructed members of the library staff in the art of storytelling. Frances Clarke Sayers has been a frequent visitor.

Of the six or seven university students who assist the librarian every semester, a considerable number decide upon children's librarianship as a career, and several have won scholarships to such schools as the Carnegie Library School and the School of Librarianship at the University of California. These students are given many opportunities to work with the children at UES and to practice storytelling, and they have often displayed astonishing talent.

By far the largest part of the program for children is traditional in nature — storytelling, poetry reading, reading guidance and book talks, activities that are universally associated with the art of the children's librarian. There are different approaches in the presentation of literature; for example in mythology, myth-telling sessions by the children themselves or a saga told in a series of episodes over a period of time. To illustrate further, balladry was presented to a sixth grade class at UES by a UCLA professor specializing in this field and a talented ballad singer who was invited to perform for the children. But although these activities provide variation in the program, they are not considered more effective than skillful storytelling or exciting talks about books. The important thing is that programs are based entirely upon the literature itself, as this tends to develop the most deeply-rooted enjoyment of reading.

Two or three lessons are given each year in the use of reference tools and on the arrangement of materials in the library, but they are related to the current social studies interests of the children whenever possible. Since it is primarily a "sense of wonder" that draws children to books, and a friendly staff that makes them feel at home in a library environment, an endeavor is made to relate skills lessons to the studies of the classroom and not let them encroach too often upon a child's library experience.

In conclusion, the library's program is traditionally literary and its primary goal is best expressed by Anne T. Eaton in her book *Reading With Children*: "... to awaken through books the imaginative and the unimaginative child alike to the larger world than the one he instinctively knows, to give to the one the wonder of reality, to the other the wonder of romance."

\*For a full account, see "Dramatic Role Playing and Book Making in the Library," Elementary English, January, 1956.

Readers who missed the November issue will find there Mrs. McCann's first article, with emphasis on service to *children* in the school.



### OPINIONS ON PAPERBACKS

Librarians' responses to the November question on the use of PB's in schools, suggests that the light-chassid edition is gaining in popularity despite its inability to stay in the race with its Cadillac hard-top brother. Upkeep of the midget is higher, but the mileage may well justify fleet purchases of certain models. Choices in the diminutives are steadily increasing; in 1957, we read in a newspaper "filler", 4500 PB titles were published, while the hard-cover titles numbered 13,142 . . . Here are the testimonials.

*Janet MacQuat, Fleming JHS, Lomita*

We do not use PB's in the library, but teachers spend their money for them for room collections. TAB is an excellent source of PB's for JH-SH readers. Because of TAB, a number of our students are reading—things they might not otherwise read.

*Eduin Tyson, Pittsburg Hi*

By far the greatest number of our PB's are novels, short stories, and appropriate non-fiction, ordered in class sets and used as supplemental materials in English. The library purchases PB's of expensive reference books that are used only occasionally, such as Smith's *History of Mathematics* (2 V) or *Euclid's Elements* (3 V). We also buy extra copies of books that are popular for the moment. PB's available from local newsstands are not purchased.

*Bro. Richard C. Brown, Chaminade HS, L.A.*

PB's covering a wide range of subject areas are meeting our present need for a more complete stock. Until it is possible to bring the library up to date in both quantity and titles, the PB's are helping to promote student interest in wide reading. When this library shortage is filled, the PB's will continue to maintain wide student reading and further the growth of personal PB libraries.

*Helen Nadberny, Wilson JHS, Glendale*

We have never bought them, even though I know they are now considered a completely

desirable and legitimate book format. I guess I'm afraid they won't stand up well with students this age, so I try to buy for wearing qualities.

*Mary E. Pew, this year retired from Redlands SHS*

Three years ago we started an experiment with PB's, and it proved so successful we allowed a certain amount each year. The order card served as a shelf-list. We used blue charge cards, buff in regular books. Sometimes a cloth hinge was added. Fines were one half regular. At end-of-year inventory we re-ordered worn-out or missing titles. English teachers requested discards.

No attempt was made to keep books in order. Students were enthusiastic, and asked for new ones. We purchased only those on approved lists. Usually we had the same thing in hard covers. Always in demand were *War & Peace*, *The Day Lincoln Was Shot*, *Kon Tiki* & *A Night to Remember*. Sports stories and junior novels were popular.

Reasons for success:

1. Stimulated recreational reading.
2. Stretched the budget, by providing duplicates of teen-age stories, classics and timely books.
3. Started students thinking about a home library; PB's are within their budget.
4. Enticed reluctant reader who felt he was getting a short book.
5. Not so heavy to carry.

*Cosette Anderson, Rosemead Hi*

We have no PB's because:

1. Unless reenforced, they won't hold up long, and we have not enough help to repair them.
2. Print is rather fine.
3. Being small, they are easy to lose.
4. Without a special rack, they present a shelving problem.

*THELMA V. TAYLOR, L.A. Harbor JC*

Several years ago we were pressured by our faculty into ordering some needed titles in paperbacks when cloth bindings were not available. The cataloging department objected to the cost of processing them. Now, a short time since we have received the first shipment, our clerk and our borrowers are complaining of the poor wearing qualities. What is the answer?

### The Retiring Type?

*If you are planning on entering greener pastures next year, won't you drop a postcard to the editor at 121 E. Altadena Drive, Altadena, so your name can be listed in the May issue among those who will retire. Deadline for inclusion: first week in April.*

## DUST OFF THOSE DUST JACKETS!

How can you get the most mileage out of book jackets? On bulletin boards? In scrapbooks? Under plastic covers on the books themselves?

Relate your experiences or preferences in a hundred words or so, for the March Bulletin. Deadline to editor: April 1.

### IT'S FOR FREE . . .

If you are slightly *highbrowistic*, you will enjoy reading **PLEASURES OF PUBLISHING** issued monthly by the Columbia University Press as a house organ. Address: 2960 Broadway, N.Y. 27. This diminutive sheet, interestingly done by John Kotselas, dresses up plugs for his press by charming, meaty commentary, quotes from other publishers, generously enough, and sometimes John takes off into the wild blue yonder with his thinking. After reading the following from last January's issue, you may want to ask also for some back copies, too.

"The issue of London *Economist* for 9/21/57 discusses the Ford Foundation's grant to American university presses for the publication of scholarly works.

"As an institution, the university press in America grew up with the university . . . But for many years the status of these publishing groups was uncertain. Poised on the borderline between the academic and business spheres, they were often expected to succeed in both . . . to operate on a shoestring, to publish all sorts of specialized and esoteric books, and at the same time to support themselves . . . in competition with the big commercial publishers . . .

. . . A university press must often publish works containing a costly variety of type faces, as well as a liberal sprinkling of charts, tables and footnotes; at the same time it is denied the economies of large scale production. Its sales usually consist of filling small orders for a large number of individual titles . . . a heavy burden of paper work and the maintenance of expensive stocks.

. . . They welcome the massive grant of Ford money, though it is primarily designed to benefit individual scholars rather than the presses . . . The foundations which have done so much to extend knowledge through research are now alert as well to the importance of spreading it through publication."



### MISPRINTS & REPRINTS

A student of Shakespeare's Julius Caesar wrote on the flyleaf of his copy:

"In case of flood, stand on this; it's the driest thing I ever saw."

\* \* \*

(You can guess where this was found)

"When I was a boy, I loved Robin Hood. Now that I am a man, I love womanhood."

\* \* \*

m-m-m I thought I'd bust my . . .

"The result of carrying pencils in books is you break the stitious."

\* \* \*

Found on the flyleaf of PEASE: *Long Warf*, (though probably not inspired by Pease):

"Fools rush in where angels fear to tread. The way I look at it, it isn't being an angel that makes you fear to tread; it's fearing to tread that makes you an angel. And once you're an angel, I think you're pretty much in a position where you can tread as you want."

To form these lines a thot was  
thaut —

To fill more space some ads were  
baut —

Buy from our ads so it's not for  
naut.

## MISSION ACCOMPLISHED

Even those who have been about a bit will speak with nostalgia of their weekend at the Riverside Mission Inn for the Eighteenth Annual State Meeting on November 7-8-9, 1958.

There was the courteous service, the cordial atmosphere, the attractive decor, the good food, the comfortable bed, and the tin-tinabulation of the bells! Bells and a mission that go together, "like a horse and carriage".

Many librarians joined the free tours to hear the sprightly guide relate the story of the Inn, and with diverting commentary amuse her listeners. Some roamed the curving stairways, paused here and there to study figures and ceramics placed in well-planned spots to catch the wanderer's eye. Others tarried to watch the chapel doors swing open, and the little court fill with fashionably dressed well-wishers honoring the young couple just united in matrimony.

As the dinner hour drew near, guests whose rooms faced the main court could be seen gazing down past the gay canopies to the colorful crowd below, photographing in memory the old-world scene, and the sweet music.

For those who scaled the parapets there was no wild blue yonder, for the Southern California smog had dropped a veil of gray not far away.

On ground level there was the tropical-set pool, its waters mostly unruffled by swimmers, while those who chatted on the benches hard by were too well-bred to toss in pebbles!

In 1874 a Captain Miller had taken title to this block in the heart of Riverside, in lieu of \$375 back salary from the Land Company, and here built the original adobe home for his family. His barefoot son Frank made the bricks, under the instruction of an Indian, while father Miller laid the walls. The house, when finished in 1876, was the largest in Riverside. The next year, when a fire destroyed the little hotel nearby, the Millers began taking in boarders, and called their place

Glenwood Tavern, later Glenwood Hotel as the hostelry expanded. In 1881 Frank took over his father's interest, and came to be looked upon as a leader in the revival of mission architecture in Southern California. In 1902 the frame buildings began to give way to brick and concrete, and Mr. Miller started the acquisition of what developed into a vast collection of relics and paintings from the days of the Spanish and Mexican occupations, and soon built a gallery to house his hobby.

About three years ago the hotel was bought out by the present management, who while holding on to many art pieces, have sold others, and have redecorated and altered the hotel. One of the first projects was to install up-to-date kitchens, at an expense of many thousands of dollars. Modern comfort, lighting and design have taken their place along with the lingering reminders of by-gone days.

When the Mayor of Riverside appeared as a guest at dinner, there was opportunity for him to hear the words of appreciation voiced by the librarians for the courtesy parking arrangements at the municipal lot.

For those on whom the mantle of Association responsibility rested lightly, this was a week-end of relaxation and reward, while officers and committeemen pursued their ardent ways on business bent, and on occasion graced the dais.

Three speakers of note rang varied bells whose reverberations will be *re-sound-ed* as the year wears away, and as the lucky ones who made Riverside have opportunity to meet the stay-at-homes, and to *confabulate* about their sojourn.

To the following members of the Convention Arrangements Committee goes a round of applause for their pre-convention labors on behalf of 262 registered delegates:

Mildred Brown, *Chairman*  
Pamela Bleich  
Marie Green  
Helen Hervey  
Edna Hyland  
Eleanor Pfau  
Elizabeth Reining



## GEORGIANA HARDY ENTHRALLS CALIFORNIA LIBRARIANS

The charming queen of the Cavalcade of Books thrilled her audience at the Riverside Sunday breakfast session by opening the doors to reveal some behind-the-scenes operations that preface her well-known broadcast, and by sharing her infectious enthusiasm for books.

Time consuming make-up is required because of the bright lights that must be used to pick up book titles and pages of print. Unlike many programs that use tele-promoters, this one is original and unrehearsed; the participants *ad lib*. An hour is consumed in rehearsing a half-hour program that actually runs only 28 minutes. A script is made up in advance with the names of books, authors and reviewers, and the estimated timing. A complex of planning must take into account the limitations of camera lenses which need time in shifting from page size to poster to persons. Everyone must work with an eye to the clock and the time-signaler. Many guests who write well, she explained, have difficulty condensing the spoken word, and use pre-

cious minutes getting to the point. Not so with old-timers like Richard Armour, who, because he writes so many books, is the most frequent guest; he is well-trained to use exactly the allotted time.

Everything reviewed is current, so in order to keep from being influenced by someone else's opinion of a book, she refrains from reading the reviews by others until she has done the book herself.

True to her own habits of voracious reading, she urges everyone to read more, believing that one's ability to read will atrophy with disuse. Many parents find this true when they have time to read again after their children are grown; words just don't register.

One should read something with weight to it, she asserts, then take time to set down some ideas that have been absorbed. Afterward one can read the light and entertaining.

Furthermore, she adds, we should try to remember the source of the ideas we read. Too many people form opinions on important matters by accepting the hearsay of uninformed persons. It is not enough to read the articles we agree with; we should read what we disagree with as well, then form our opinions and voice them with confidence.

With a bit of nostalgia she asks, "How can we recapture the thrill we felt in the days of long winter nights when we curled up in a big chair under a good light while the snow blanketed the earth outside, and there was no radio or TV to disturb us?"

Librarians are urged to guide young people in forming right opinions, and to help them make everything about life exciting! Those who handle books have a tremendous responsibility to see that books are read and weighed and come into the stream of public thinking.

Resounding applause followed Mrs. Hardy's vivacious discourse, then the final session of the convention turned to last-minute business while the president of the Los Angeles City Board of Education, and the star of the West's favorite book program left for her afternoon engagement with the air waves.





## DR. MAYER DEVELOPES THEME

### QUEST FOR THE GOOD LIFE

In introducing the speaker at the Saturday night banquet, Helen Herney of L.A. City College gave an impressive *pedigree* for the "Educator of the Year", whose book, *Our Troubled World*, is scheduled for current release.

Dr. Frederick Mayer, of the Department of Philosophy and Humanities of the University of Redlands, elaborated on man's continuing search for the good life, quoting with unerring memory from the intellectual "heavyweights" of all time.

He said we measure society by books written and published. People have died that others might read. Monks of the middle ages protected books as their very own lives. A love of books is one of the distinguishing traits of man, and books have a primary function in the good life.

Pasternak shook an empire with his plea that the ultimate adventure of man is to find meaning for himself.

Dr. Mayer reads and re-reads Plato, whose ideas he still finds contemporary, and who saw education as the most important tool of human betterment. Plato based his unique school in Athens on personal inspiration—which has infernces for today.

Another thinker who influenced the speaker was Ralph W. Emerson, the Socrates of America, who objected to the education of his day because it was directed toward the past. Emerson felt that all of history is a demonstration of man's genius; that to recapture the wisdom of the past is not enough; man's character is of the greatest importance.

Thoreau, another American, wrote for all time in *Walden*, "The test of a great man is in the things he can do without". Thoreau never met a man who used all his capacities.

Today, in spite of all our libraries, only a small per cent of the people read. Too many are conscientious objectors to learning. In the presence of five million alcoholics, two million delinquents, and 800,000 in state hospitals, and with racial tensions mounting, how much ought we to invest in education and books?

Shaw said, "Man is made wise not by the logic of the past, but by the interpretation of the future". Dr. Mayer called for a way of life which anticipates the future and which stresses man's unlimited possibilities for self-definition and creative growth.

## LIBRARY CAREER CONFERENCE

April 18, 1959

Recognizing the fact that there are more library positions than there are qualified librarians to fill them, the recruitment committees of the library associations in Southern California are joining with the School of Library Science of the University of Southern California to sponsor another Library Career Conference at the USC campus on Saturday, April 18. There is no charge to attend.

At 9:30 light refreshments will be served in the Colonial rooms of the Doheny Library. At ten, a group of librarians representing different areas will speak to the recruits in the Hancock Auditorium. After that small discussion groups will

be formed according to interest and maturity.

The program is intended primarily for high school and college students, although librarians may bring promising junior high school students.

An estimate of the expected attendance is necessary to plan adequately. Librarians in high schools and colleges have been mailed announcements with reservation forms. Anyone who did not receive this announcement may make reservations by March 15, indicating the number of persons who will attend.

Send your reservations to:

Miss Janet MacQuat  
Alexander Fleming Junior High School  
25425 Walnut Street  
Lomita, California

## ASSEMBLYMAN GEDDES URGES

### — LET YOUR VOICE BE HEARD

Ernest R. Geddes of the 49th District, speaking at Riverside in November, spiced his serious thoughts with proofs of a healthy sense of humor. As a friend of libraries he has supported the long-dreamed-of library consultant services plan, promoted by the Association. He assured his hearers that a bill would be introduced again this year at the proper time, and go through the legislative mill—being framed and presented, getting a committee hearing, coming under consideration by the appropriations committee, and eventually, if all goes well, rating a final hearing and a vote.

During the time that the bill lies in the hopper, and legislators have time to study it, librarians should send in information, practical and clear, to substantiate the need the bill is tailored to serve. Individuals ought to write, even though their organizations speak for them also.



**FLASH!!**

**FLASH!!**

**ON FEBRUARY 3 ASSEMBLYMAN ERNEST R. GEDDES INTRODUCED  
THE SCHOOL LIBRARY CONSULTANT BILL . . . No. 1009.**

*Librarian . . . Let your voice be heard!*

### LEGISLATIVE ALERT !

Maurine S. Hardin, Legislative Coordinator, says: "In the mail soon—Legislative Letter No. 1. Watch for it! Included with it will be YOUR

#### *Roster of California Legislators*

together with important committee members and their chairmen. Put in on PERMANENT FILE . . . USE IT.

Included also will be the latest information concerning our bill for Consultant Services, and its new number; and further information concerning a new bill to revise Section 8273 of the Education Code.

*Keep in touch* with members of your Legislative Committee, as well as your Legislative Representatives."

### SCHOOL LIBRARY SUPERVISION

Last summer the Immaculate Heart College Library sponsored an institute on School Library Supervision, directed by Elenora Alexander, president of the American Association of School Librarians, and Director of School Library Services at Houston, Texas. Participants presenting papers included Elizabeth Williams, head of Library Service in L.A. City Schools, and Grace Dunkley, Library Coordinator at Bellflower, plus out-of-state talent.

The broad coverage of topics, now included in a published report, makes the document of interest to administrators, library supervisors and librarians. Available for two dollars from Immaculate Heart College Library, 2070 E. Live Oak Drive, Los Angeles 28.

"There are books of which the backs and covers are by far the best parts."

—Charles Dickens

## OPENED WITH PRAYER AND PHILOSOPHY

MRS. LOUCILE HECKMAN,  
Roosevelt JHS, Compton, California

"When will the library open?" was the constant query that greeted me on campus at the beginning of last year. Our junior high library had been closed for three years and students and faculty were eagerly awaiting the new building and equipment.

In January, after assembling books from the old library, from warehouses, teachers' shelves and closets, the doors opened to appreciative patrons and has been a most busy place since, offering service to over 1100 students and a faculty of 49.

Although I was a teacher converted to librarianship with a heritage of growing up in the environs of a public library, this new position as the school librarian was a distinct challenge to me.

My experiences probably have not differed greatly from those of other librarians. I feel the responsibility to arouse interest in reading; I realize that the words "thank you" need not be uttered when sparkling eyes reflect the satisfaction of "the right book for the right child."

When I reminisce over some of those first librarian moments, I recall one morning when just before school a teacher requested all the Newberry and Caldecott award books to be sent to her by first period. Just as I was contemplating this order, the Assistant Principal unexpectedly arrived to confer about some curriculum materials. When I was trying to be most dignified, a student rushed up to interrupt, asking for books on radar,

and another pleaded, "WHEN would *Old Yeller* be in?" and just then the bugles blew for me to lead my forty home room 7th graders in the Pledge of Allegiance!

Nor do I forget how heavy my spirits were the day that I had to sever my first book order exactly in half when the budget just wouldn't stretch. And I had so carefully weighed the merits of each selection, feeling we *had* to have that book.

Whether we be a new or an established librarian, we must radiate enthusiasm. Teachers need to be aroused to greater integration of the library and classroom activities; to be spurred onward to personal growth in reading. Administrators should be informed about our library services—and greater support of our libraries will accrue. We must continually increase our own knowledge in order to inspire others to learn; we must pray for patience to endure the endless questions; and we must keep the understanding heart toward those we serve.

## NEW LIBRARY FILM

Congratulations to L. Herman Smith, recent state president of SLAC, who has again collaborated in the production of a film of particular interest to school librarians. Several years ago Herman wrote the script, and his library at Pasadena City College provided the background for a very successful film, "Keys to the Library," designed especially for junior college students but used also in many high schools. This time a new film provides specifically for the junior and senior high school level. Entitled "Library Research in High School," the new 16-mm. film in sound and color was also produced by Kugler-Baker Productions, with Herman as script-writer and library consultant (see advertisement on page 9). John Muir High School Library in Pasadena is depicted in the film. Brief instruction is given in the use of the card catalog, the encyclopedia, the dictionary, and the Reader's Guide, and an explanation of the construction of Dewey Decimal numbers.

Incidentally, Herman has jumped the fence into another pasture, having become the Assistant Dean of Extended Day at Pasadena City College. His successor will be Wm. K. Grainger, Asst. Librarian at Bakersfield College.

## KERN COUNTY CAREER DAY

High school library assistants will be visiting Pacific Yeast Products at Wasco this spring to tour the new plant and research center, and to inspect the scientific library there, where Herta Fischer is librarian. The plant develops and produces antibiotics, enzymes, vitamins, etc., through fermentation processes. So reports Mrs. Christina Mash-taire, librarian at East Bakersfield High School.

## Can I Wait Seven Years?

CHARLOTTE A. CAVELL\*\* *reports a Sabbatical*

Life aboard a cargo ship from Los Angeles to Liverpool via the Panama Canal, provided an object lesson in the value of love of reading. As the long, lazy tropical days wore on, those who lacked this resource were bored and restless; the readers reveled in a once-in-a-lifetime opportunity.

In Scotland's Tweed Valley we found a romantic beginning where we joined the ghost of Scott's horse, in stopping to admire that author's favorite view made glorious with October foliage. Dublin gave us the opportunity to see "The Plow and the Stars" at the Abbey Theatre, in an appropriately anti-English atmosphere. England oozed reminders of old book friends from every chimney-pot: Oxford and the Bodleian—with a view out the window of the quiet little garden where Lewis Carroll walked; the Cheshire cheese with its evocation of Johnson and his world; Stoke Poges, Stratford, the Peter Pan statue in Kensington Gardens. These are indeed names to conjure with, and memories to hold closely for all the years ahead.

Dublin's Trinity College gave us the wonderful sight of the world-famous Book of Kells, sometimes called the most beautiful book in the world. It is kept in a glass case behind a sheltering curtain, and a different page is turned each day. No reproduction, however lovely, affords quite the same delight as the original with its aura of fresh and still-living beauty created so long ago by hands now turned to dust.

We visited many libraries in many lands, and of them all I think the love-

liest is the Escorial in Spain. The room gives a first impression of a great glow of soft color. The ceiling is decorated, paintings hang along the walls, and down the long center are cases of beautiful old illuminated manuscripts. The lower walls are lined with satin-smooth brown wooden bookcases, filled with books shelved spine-to-the-wall because the gold fore-edges give the final touch of color to the room. Some of the monks apparently prefer ease-of-use to beauty, since an author-title notation was pencilled on the fore-edge of an occasional book.

Two things remain outstanding in my impressions of Europeans. First is their hearteningly high regard for both education and educators; the whole area of education is treated with seriousness and respect. Second is their widespread interest in reading. Libraries and bookstores are everywhere, even in economically struggling countries like Yugoslavia. It is customary for cafes, hotel lobbies and coffee houses to be used as informal libraries. Magazines and newspapers are an important part of restaurant equipment, and are constantly in use. Waiters automatically brought us copies of the New York Herald Tribune or the Illustrated London News, and we found it pleasant to be able to join the natives in so profitable an occupation while awaiting our orders.

The memory of many sights and sounds can be brought back to add verve to both professional and personal life. To a school librarian there is a very special pleasure in treading ground so thickly sown with the seeds of literature through the ages. The lavish array of memorials makes it difficult to select from the great wealth of literary shrines.

Two questions I have: How can I wait seven years for another leave? and Why do most teachers fail to take advantage of so unequalled an opportunity?

\*Dreams of anticipation, and dreams of remembrance.

\*\*Study: A.B.-UC Los Angeles; A.M.-USC; Library training at UC Berkeley. Experience: UCLA Library, Beverly Hills Public, & Catalog Dept. (JC level) L.A. Board of Educ.

## MULTICOLORED CATALOG FOR EASIER PATRON USE

GILBERT FITES\*

*Instructional Materials Consultant, Palo Alto*

By using 12 different colored cards in the card catalog to describe 15 available types of teaching aids, the Instructional Materials Center of the Palo Alto Unified School District helps its patrons find quickly what they would use.

The new catalog was planned by Dr. Howard Halversen to provide immediate identification of specific materials for teachers. The scheme is easily learned, used, and expanded to show new forms of teaching devices.

Several different plans presented themselves for describing the Center's holdings in the card catalog. For example, it would have been possible to place all the descriptive cards for one particular type of material (e.g. filmstrips) in one set of drawers, a second type of material (e.g. phonograph records) in another set of drawers and so on. Obviously, this thought was rejected because it would be confusing to the public. It was also known that the traditional white catalog card was not able to give immediate specific identification. A previous attempted method of ruling a heavy colored line across the top of each white catalog card to identify it as describing a special type of material had not given the rapid recognition that was anticipated from it.

The choice of colored catalog cards seemed to give these advantages: 1) it was possible to describe in one traditional library catalog all of the Center's materials; 2) the patron's time would be saved when searching for specific teaching aids; 3) it suggested that only a minimum of time would be required to orient teachers to its composition; 4) it offered the advantage of speed when filing; 5) it

permitted a quick check for any filing errors; 6) the colored catalog cards made it possible and practical for the clerical assistants to initiate some routines.

*Color code as used in the Center.*

White — Professional Library Books  
Burnt Orange — Artifacts  
Green — Exhibits  
Yellow — Filmstrips  
Blue — Pamphlets  
Pink — Picture Sets  
Brown — Publishers Samples  
Orange — Phonograph Recordings  
Red — Study Prints  
Gray — Movies  
Tan — 2 x 2 Slides  
Buff — View Master Reels  
White with black line — Guides  
White with red line — County Filmstrips  
& Movies  
Tan — Tape Recordings (Above the call number is the indication *tape*)

When filing the cards under subject entry, two plans presented themselves. First, all cards could be interfiled under the particular subject regardless of color. Secondly, cards of one color could be brought together within one alphabet under the particular subject, and a consistency given to the total catalog arrangement by arbitrarily predetermining the order in which the colors were to be filed. The latter method was chosen. It was felt that this enabled the patron to find specific material more swiftly.

The card catalog is apparently satisfactory to our public — though publics tend to accept indiscriminately any catalog prepared for them. For the staff, who work with it daily, it seems to have accomplished the advantages mentioned above. Q.E.D., there is nothing top secret about it. Visitors are welcome; one of whom may haply suggest a refinement.

\* \* \* \* \*

\*BS, Kent State; MA, U of Denver (Librarianship); MS in ED, U of Indiana (A-V); PA, 1 wife, 2 daughters; PD, 1 car; foreign travel, S. Pacific, Uncle Sam's travel bureau; collector Circumana.

NOTE: Readers interested in this problem may read San Francisco's solution; May 1957 SLAC BULLETIN.

## LIBRARY - VISIT DISCIPLINE

By WARREN B. HICKS, *Head Librarian*, Lodi Union High School

As librarians we are all working for the ultimate, the ideal that the library is the "center of the school." In this ultimate, the library becomes a laboratory and workshop which requires regular class visits. With class visits comes the problems of library-visit discipline.

On the practical level, few school librarians would say that they have reached the ideal or ultimate. But on a same practical level we are faced with the situation of class visits. The kind of library-visit discipline practiced can deter or implement the reaching of our goal. If the library is too noisy, then teachers may feel that the students can't achieve. On the other hand, if the atmosphere is too restrictive the teacher and the students may feel that there isn't enough freedom.

In solving this problem the first and primary rule that must be followed is that the librarian must have the responsibility and authority to control student conduct in the library. Most schools are organized on the "scalar" principle of tapering authority. Each "executive" at every level is responsible for all of the functions to be performed directly below him.

In this type of organization there is the placing of fixed responsibilities and the establishing of definite lines of supervision. There is no place for divided authority or the line is broken and confusion is the result. Since the responsibility of the library is delegated to the librarian, activities such as class visits are a function that comes within his area of fixed responsibility. Thus the teacher and the students, in a technical sense, come under the supervision of the librarian while in the library.

Again on a practical basis no librarian is going to wave this "big stick" over any teacher's head unless the conduct of that teacher's class is not up to the standards

set to create a learning atmosphere in the library. These standards should be realistic standards arrived at by teacher and librarian cooperation. Teachers and students should be briefed on the rules or standards before visiting the library.

A good general rule to follow is that the library is a place for work and study, not a place to hold a social session. If possible, try to have areas where groups can work and talk together and other areas of quiet study. As a service agency, take into consideration each individual situation. If there is only one class in the library and no one else to be disturbed and the teacher and the students need to be working aloud, then there would be no reason for not permitting it.

Another point that should be made clear is that the rules or standards should include the stipulation that when a class visits the library, the teacher stays with the class. Just because the class is in the library does not free the teacher from being responsible for the conduct of his students. It simply means that the teacher and students have entered an area that is under the librarian's supervision.

I think we all agree that it would be quite confusing to the students if the teacher's control in the library was not consistent with the control practiced in the classroom. It naturally follows that the student would be confused if the librarian had no authority when he was in the library as part of a class but had authority when he came to the library as an individual.

In working towards our goal, we must have neither a "social" or "prison" atmosphere in the library. What we must have is a "working" atmosphere set up cooperatively by the teachers and librarians under the supervision of the person who is in charge of the library—the librarian.

# AID TO THE SCHOOL LIBRARIAN

Education Index Items - M. Limbocker — Book Review Committee - N. Section

Logasa, Hanna. *Historical fiction and other reading preferences for classes in junior and senior high schools and college*. 6th ed. 280 p. McKinley Pub. Co., 809 N. 19th St., Phila 30. 1958. \$5.75.

Ludington, Flora Belle. *Books and libraries: tools of the academic world*. 14 p. A.L.A., 1958.

Hall, Elvajan. *Books to build on; first books to buy . . .* 79 p. R. R. Bowker, 1957. \$2.00.

Lerea, Joan O. *Recordings useful in the teaching of U. S. history* (Ed. Bulletin Service). 10 p. Northern Illinois University, Educational Materials Center, DeKalb, Ill. 1958? \$ .15.

Koskey, Thomas A. *Bulletin boards for holidays and seasons; a handbook for teachers*. 31 p. Fearon, 1958. \$1.50.

Starr, John W. *Selected reading games and devices for the intermediate grades* (Curriculum Bulletin #186). 20 p. University of Oregon, School of Education, 1958. \$ .75.

Gaver, Mary V. *Every child needs a school library*. 16 p. A.L.A. 1958.

California, Department of Education. Bureau of Elementary Education. *Evaluating the elementary school*. (Bulletin v. 27, no. 8.) 70 p. The Bureau, 1958.

Connecticut. Department of Education. *School library program* (Bulletin no. 88). 40 p. The Department, 1958.

*Educational Film Guide, 1954-1958*; a catalog of 6326 16mm films. 448 p. H. W. Wilson, 1958.

Illinois Association of Teachers of English. Committee on teaching aids. *Teaching aids in the English language arts: an annotated and critical list*. 85 p. National Council of Teachers of English, 1958.

Merritt, Eleanor. *Sources of elementary school social studies materials* (Instructional materials bul. biblio. no. 1). 13 p. Iowa State Teachers College, Curriculum Laboratory, Cedar Falls, 1957. \$ .20.

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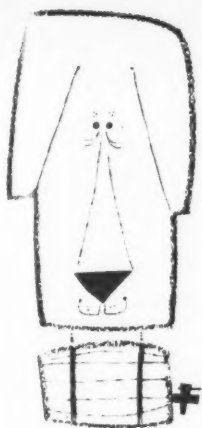
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Do you know there are two new books in the *Teen-Age Tales* series? *Book A* and *Book B* — just published—are written on a **THIRD GRADE READING LEVEL**, but maintain a mature level of interest.

The subjects of these *Teen-Age Tales* are the young person's world—sports, school, family, first job, first romance. Short, rapid-moving, gripping — these stories will have reluctant readers reading, and liking it, in no time flat! Try *Teen-Age Tales*, *Book A* and *Book B*, with junior high school students and those who will soon be part of the teen-age group. You'll be surprised. *Former* reluctant readers will be delighted!

## TEEN-AGE TALES

BOOK A • BOOK B

Regina Heavey and Harriet Stewart

*D. C. Heath and Company*

182 Second St., San Francisco 5

## HEADLINING A HOBBYIST:

### A Feminine Fisherman

An ardent disciple of Isaac Walton is Mrs. Ida May Edwards, Assistant Director of Instructional Materials in the Stanislaus County Schools. This Missouri-born devotee of rod and reel is usually apt to fill her creel!

*Ida May, what led you to take up such a hobby?*

I.M.E. "In this age of technological advancement when we can cross the continent in hours and the work week is shrinking and science is pushbuttoning everything, we need things to which we can turn for relaxation. Diversion for me is getting a little closer to nature—camping and fishing, growing flowers or painting landscapes."



*What is there about fishing that makes you pack up the family and the fishing gear, and forsake lovely Modesto week-end after week-end?*

I.M.E. "It's pure enjoyment away from everyday cares. As one walks along or climbs over rocks to get to the next fishing hole one has time to see the beauty of the sky, the trees, the flowers and the wild animals, and to contemplate the many things, big or small, that friends have done for you. All at once the fish takes your bait and you forget everything. The thrill comes in trying to bring in your fish, regardless of size. Then the fun of cooking in the open because all food assumes a different smell and taste. At night, the joy of sitting around the campfire before crawling into the sleeping bag. You are tired, but you are lulled to sleep by the stars twinkling in the sky and the moon beams dancing through the gently moving branches of the trees. Much later you are awakened by the sun peeping over the hills. This gives me renewed energy to take up the task of the week's work to come, and that's why we go fishing!"

*How can we learn enough about your favorite sport to cause us to desert the asphalt jungle for the true wilderness?*

I.M.E. "First, use research. The old fisherman is always willing and ready to give first-hand information to any gal who will listen. I know—some of my best techniques came from listening to men, and because you have been humble you have made a new friend."

#### The books might help:

- Blaisdell, Harold F., *Tricks That Take Fish*. Henry Holt and Company, 1954.  
Elliott, Robert O. E., *All About Brook Trout From Maine to California*. Orange, Connecticut, Practical Science Publishing Company, 1954.  
*Field and Stream Treasury*, Henry Holt and Company, 1955.  
*Fisherman's Encyclopedia*, Ira M. Gabrielson, Ed., Harrisburg, Pa., Stackpole & Co., 1950.  
Koller, Larry. *The Complete Book of Fishing Tackle*. Indianapolis, Bobbs-Merrill, 1955.  
Koller, Larry. *The Complete Book of Fishing*. Indianapolis, Bobbs-Merrill Company, Inc., 1955.  
Popular Mechanics Magazine. *How To Tempt a Fish*. Chicago, Popular Mechanics Press, 1957.  
Sharp, Hal. *Sportsman's Digest of Fishing*. New York, Barnes & Noble, Inc., 1953.  
Sharp, Hal. *Sportsman's Digest of Spin-Fishing*. New York, Barnes & Noble, Inc., 1954.  
Zern, Edward Gerry. *Are Fishermen People?* New York, Harper & Brothers, 1955.

# Some of the beautiful, new GOLDEN BOOKS for Spring 1959

IN Goldencraft LIBRARY BINDING

## THE STORY OF FLIGHT

The most beautiful and comprehensive volume ever created for young readers on the theme of man's conquest of the air. A brilliant array of full-color pictures and photographs illustrates an exciting narrative, from the dreams of Leonardo da Vinci to today's rockets. 10 x 12 3/4. Grades 5-High School. March. \$3.99 net.

## THE GLOBAL ATLAS

For readers of all ages: a magnificent new world atlas in full color. Over 40 shadow relief maps, plus ancient maps, pictorial maps, pictures of mapmaking instruments. Text by Frank Debenham relates the history of maps, describes each continent of the world. Size 10 3/4 x 13 3/4. Grades 5-High School. January. \$5.99 net.

## THE GOLDEN TREASURY OF MYTHS AND LEGENDS

135 pages of superb full-color paintings by the Provensens illustrate the favorite myths and legends of the western world, including *The Song of Roland*, *Beowulf*, *Sigurd of the Volsungs*, the heart of the great body of Greek myth, and much more. Size 8 x 11. March. \$4.99 net.

## WALT DISNEY'S TRUE-LIFE ADVENTURES

A four-in-one treasury: the drama and excitement of four Disney True-Life Adventure Films — *Nature's Half-Acre*, *Beaver Valley*, *Bear Country*, *Seal Island* — captured in one volume. Color photographs on every page. Grades 5-High School. February. \$3.59 net.

## CAMPING AND CAMP CRAFTS

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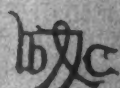
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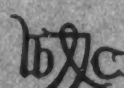
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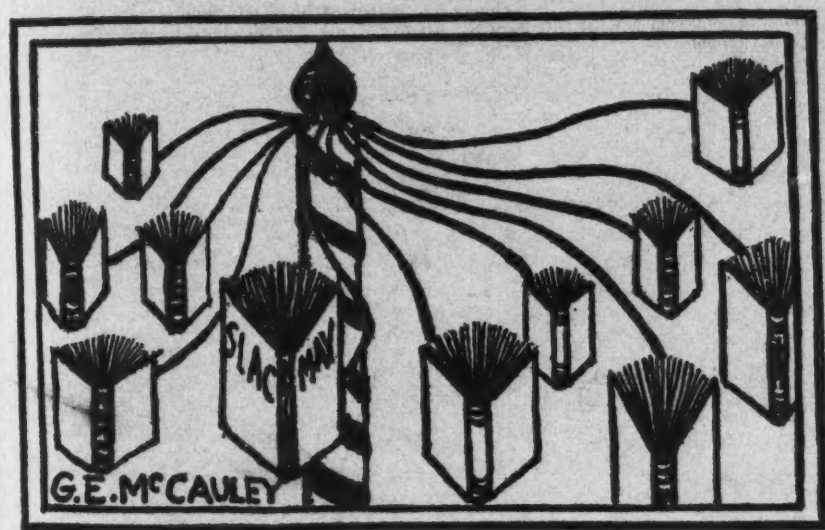
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# BULLETIN

LIBRARY SCIENCE  
LIBRARY

School Library Association of California



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VOLUME 2, No. 4  
MAY 1959

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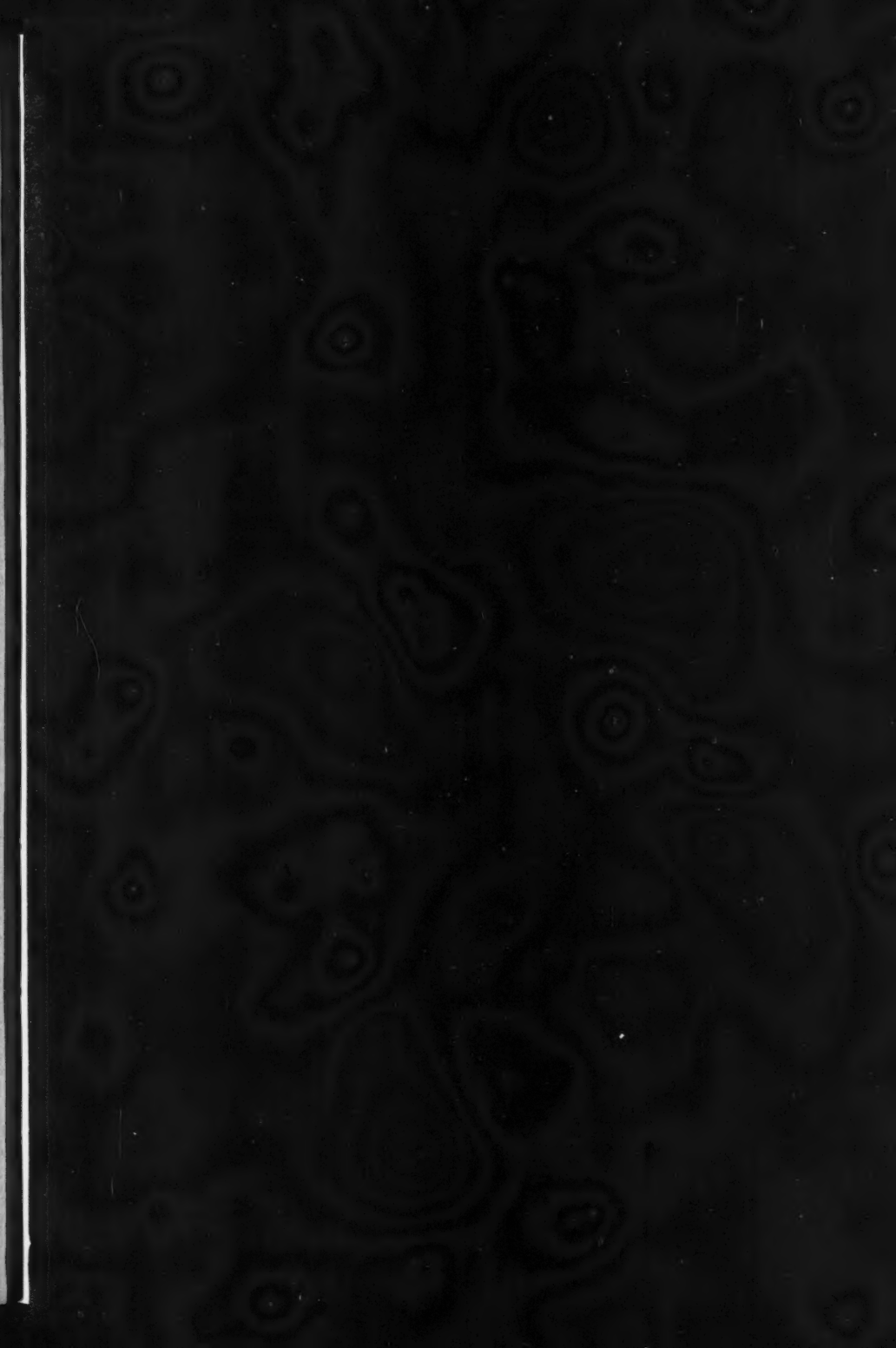
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# BULLETIN

## SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

Indexed in LIBRARY LITERATURE

VOLUME 30, NUMBER 4

MAY, 1958

HAROLD C. KIME, Editor

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From July 1, 1959, all communications should be addressed to the new editor; ALL matters will be sent to him, both editorial and business.

Mr. Robert E. Muller  
1593 Cleveland Avenue  
Santa Rosa, California

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## DATE BOX 1959-60

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**SLAC EXECUTIVE BOARD**  
will meet in  
**SACRAMENTO**  
**October 24**

## ● ANNUAL CONFERENCE NEXT EASTER

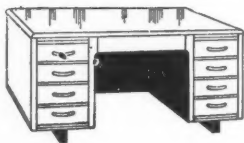
To allow more ample time for the annual convention, next year's reunion will be held at the beginning of Easter recess, instead of in the

fall as has been the custom in recent years. On April 9-10-11 SLACers will convene at Rickey's Studio Inn, Palo Alto. Monday the eleventh will be a day Institute on Library Standards.

The following committee chairmen have been appointed: Hal Halvorsen, Arrangements; Frances Erickson, Program; Dorcas Rosenfeld and Viola Hammer, Decorations; Clarence Fogelstrom, Exhibits.

*Mrs. Elsie D. Holland,*  
*President 1959-60*

## HOW BIG IS BIG?



The California Teachers Association has passed 100,000 members. It speaks with a mighty voice for the teachers of the Golden State. It has money to employ capable persons to present to legislators the programs that CTA deems worthy of enactment into law. CTA issues a valuable Journal, and other helpful publications. In various ways it offers aid and advice to members, professionally and financially. It is a significant organization to California teachers and to education in the state.

SLAC is still only about 800 members. Percentage-wise this is certainly lower than CTA's score.

Why do some school librarians not join? Are they saying, "What would I get out of it?" Do they ask the same question when they are invited to sign up for the local, state and national education associations? Joining the big three is becoming automatic, even though fees have catapulted in recent years.

It is not a simple matter to assess professional memberships, but one obvious benefit is the publication that Uncle Sam's faithful messengers bring regularly to the door. CTA's and NEA's Journals have become steadily more readable and more vital. SLAC would like to think that the *Bulletin* has also grown in stature, and that its pages can inform and inspire the members.

But beyond the publication there are multiple operations that go on each year to benefit librarians; some tasks get completed, while others require perennial pursuit for fulfillment—as our goal of getting a state school library consultant, which now seems within reach if librarians will think *give* as well as *get*; let our barrage be not bullets but letters!

Newcomers into SLAC soon discover that another *plus* is the stimulation of alert leaders, heavyweight talents in pursuit of ever greater goals for the profession.

Librarians feel important because their bailiwick is often labeled "the heart of the school." The heartbeat would resound more loudly in education if more librarians availed themselves of the benefits of membership in professional library associations. Let's not talk about the big three but the big four, and make membership in SLAC as automatic as in the big three.

Our SLAC is a special and an important group. We tackle our problems with a zeal and understanding that no other organization can muster for us. We have been accused of being timid; let's stand on our own feet, and speak louder when and where it counts. Let's think big!

## BEND THE TWIG

Many of us have students taking library as a subject, but sometimes we get so engrossed in the daily grind that we neglect to keep the course attractive, and to influence our proteges toward our career.

Wilma Bennett of Covina High School tells of one Susan Bowen who, a senior a few years ago, was asked to write an appraisal of the year's work. Susan, now about to obtain a degree, might be able to answer whether she prognosticated aright for herself as she looked to her own future.

She liked the library, she said, because in it all kinds of characters come to life; and in it she can lose herself . . . Her library course taught her how to make use of library tools, and she developed a self-assurance within its walls.

Then, thinking of herself as a college student, she visualized herself as able to make effective use of the library, and to earn part of her expenses by working at a charge desk or other pleasant spot.

Having at length cleared the hurdles that would land her on the other side of a teacher's desk, she thought of herself as able to utilize library facilities for faster, more effective preparation of her daily work, and at ease as she instructed her students in the lore of the Reader's Guide, the Card Catalog, etc.

Are we as librarians selling our wares as well as Miss Bennett did to Susan? And are we remembering our opportunity to lead an alert youngster like Susan into the library fraternity? Have we tipped the scales in favor of our job by an extra weight of kindness and of insight born of a genuine love of our profession? Who among us is now training the next head librarian for the Library of Congress, or the persons who will refine the Dewey Decimal System for the post-satellite age?

Recruitment is everybody's job: "As the twig is bent, the tree's inclined."

—HAROLD C. KIME

### SAN JOSE'S DORA SMITH AWARD

A cash award of \$100, established by Dora Smith, will be presented annually to the student showing high scholastic attainment, sterling character, and noteworthy contributions to the college and the department—as well as promise of outstanding success in the library profession.

A senior librarianship major, Gail P. Brown of Kings Beach, is the first recipient of the Dora Smith Librarianship Award.

### University of San Francisco SUMMER SESSION

Four courses of interest to school librarians are being offered at U. of San Francisco during the six-week term from June 22 - July 31: Cataloging & Classification, Children's Literature, School Library Administration, and Book Selection. For details of fees, living arrangements, etc., write to the University, at San Francisco.

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# PREPARATION AND CATALOGING TIME IN SCHOOL LIBRARIES

A Digest by

WARREN B. HICKS  
*Head Librarian*  
Lodi Union High

and

ANNE MARY LOWREY  
*Librarian*  
Lodi Elementary District

from the

## Final Report of the Professional Committee Northern Section, SLAC, on the Survey of Preparation and Cataloging Time\*

A problem facing many librarians today is the lack of time required to carry out a complete, thorough and effective library program. One of the basic problem areas is in the field of preparation and cataloging of books, where many librarians are forced to spend professional hours on routine clerical procedures.

The professional committee of the northern section recognized the lack of statistical information available in this area of cataloging time, and undertook this survey for the purpose of ascertaining the average time necessary to catalog a book for school libraries and to establish an evidence of need for clerical assistance.

The response to the survey was both enthusiastic and satisfactory. There was a total response of 46%, 135 out of 290 surveys mailed. In the actual tabulation, however, only 104, or 36%, were used.

Of the 104 responses used, 87 came from full-time librarians, the remaining 17 from part-time librarians. A majority of the part-time librarians, 10 in number, were in the 9-12 grade level. The average time spent by them as librarians was 4 hours and 45 minutes per day. Of the remainder, 5 were in the 1-6 grade level, 2 in the 1-8 grade level. Of these, 4 were responsible for 2 schools, 3 were serving either after school hours or as teacher-librarians.

In the matter of clerical help, 68 out of 104 replied that they had either full-time clerical help or part-time. Of the

68, 35 had full-time or more clerical help at their disposal. The remaining 33 declared part-time workers with an average of 3½ hours per day. Of the 104 responses, 87 librarians were solely responsible for their own cataloging, of the remaining 17, 1 had an assistant librarian who did all the cataloging and 16 represent central processing offices.

In the use of printed cards, 72 used commercial cards and 2 of these made use of multiliths. In the 72 libraries the average usage was 67%. Grade levels 7-9 and "other" had the highest percentage with 71%. Grade level 1-8 had 67%, followed by 9-12 and 10-12 both with 57%.

In the time study section of the survey conclusions were made from the returns of 87 libraries. Of the 17 deleted, the majority came from libraries with a central processing office.

The checking in of new books and verifying invoices was assumed primarily by librarians or clerical assistants. The task of collating and applying ownership marks fell to clerical assistants or student help when available. 26 libraries, or about 30%, did not accession books. (The law in California reads as follows: A record of accessions to be kept in a book or file provided for the purpose. Such record shall include the title of each book or series of books, the name of the author, the number of books in the series, and the date of the accession. California Ad-

\*A copy of the final report can be obtained from Mr. Hicks, at his school address; 35c to SLAC members, 50c to non-members. Also to be seen in February JUNIOR LIBRARIES.

ministration Code, Title 5 Education, Chapter 1, Sub Chapter 1 Article II, Section 89 (a).

In the realm of cataloging, classifying and assigning subject headings, whether with or without printed cards, a small margin of error must be considered. Due to a lack of clarity in the survey, it was not possible to define how many of the 10 books were done with printed cards and how many were done without printed cards. However, a spot check of all surveys where the number of books in each process was included, would justify the assumption that it takes 3.75 times as long to catalog, classify and assign sub-

ject headings without the use of printed cards.

Typing time is actually cut in half; by using printed cards with an average of 1 minute needed to type commercial cards and 2 minutes to type a complete card. The average number of cards necessary per book was 5, with the 1-6, 7-9, and 9-12 grade levels falling below with 4 cards per book.

The average time for preparing and cataloging a book in a school library was determined to be 28.5 minutes. The representative grade level averages are shown below.

**TABLE**  
**Average Cataloging Time Per Book for Each Grade Level**

	1-6	1-8	7-9	9-12	10-12	13-14	Total Average
Prof.	10	13.5	13	16	16	15	14
Cler.	5	14	7	5	13	12	9
Stud.	0	.5	6	9	9	8	5.5
Total	—	—	—	—	—	—	—
Minutes	15	28	26	30	38	35	28.5

The primary purpose of this study was to determine the average time necessary to catalog a book for a school library. Time is certainly a primary consideration, but many librarians and administrators are interested in the actual cost per book. The following examples are presented to explain this expenditure and also to pro-

vide a basic pattern for determining the cost in an individual library.

The figures used in the cost examples are average numbers obtained from the survey results. The Wilson Card price of 10c per set is used. The salaries per minute were derived from median figures. This resulted in 3c per minute for clerical workers and 7c per minute for librarians.

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## COST EXAMPLE I

### Cataloging with Printed Cards

	Printed Cards	No Printed Cards
Prof. time per book	3 min.	11.25 min. (3.75x3)
Cler. time per book	4 min.	8 min. (4 cards per book)
Prof. cost per book	21c (3x7)	77c (decimal dropped) (11x7)
Cler. cost per book	12c (4x3)	24c (8x3)

### SAVING

Prof.	\$ .56	(77 less 21)
Cler.	.12	(24 less 12)
	<hr/>	
	\$ .68	
Wil. cards	.10	
	<hr/>	
Total saving	\$ .58	

## COST EXAMPLE II

### Average Cataloging Time Per Book Based On Time for 9-12 Grade Level

Prof.	16 minutes @ 7c per minute	\$1.12
Cler.	5 minutes @ 3c per minute	.15
Stud.	9 minutes	.00
		<hr/>
Average Total Cost		\$1.27

The results of the survey show librarians are spending time on cataloging processes which could adequately be performed by clerical assistants. This is due, in part, to the fact that all librarians do not have clerical help available and therefore are forced into this situation.

Assuming that well trained, efficient clerical help were available; librarians are using their professional training to disadvantage by performing routine clerical duties. Under favorable circumstances, as assumed above, the amount of time which could be returned to the librarian for professional activity would be:

Grades 1-6—37%	Grades 9-12—44%
Grades 1-8—31%	Grades 10-12—22%
Grades 7-9—48%	Other —30%

As professional personnel, we might

also ask ourselves whether or not we are wasting professional training because we hesitate to delegate authority in certain areas. When we find, that at all grade levels, at least 20% or more of the professional time is spent in the realm of clerical work, there seems adequate evidence for re-evaluation.

Over half of the libraries reported clerical help, but the survey was not able to indicate the qualifications of these clerks. It appears, however, that the matter of clerical help needs to be approached from both the quantitative and qualitative aspects in the school library.

It is evident, also, that the time spent in cataloging a book does vary at the different grade levels. It is a reasonable conclusion, that at the 1-6 grade level, simplified cataloging is sufficient and that



at higher grade levels a more detailed type of cataloging is necessary. Variations will occur from time to time since books vary in difficulty, scope and complexity. Library service varies also, depending upon the curriculum student community of the school. So, although we can not be positive in quoting exact cataloging times, we can be certain that these times do differ at various grade levels.

The majority of part-time librarians was found in the 9-12, or high school, level. This was also the area where the lack of clerical help was in greatest evidence. It would seem that some vibrant, enthusiastic salesmanship to administrators and school boards is necessary in this province.

Printed cards have not yet attained full stature in school libraries. It was pointed out in the discussion, and through the media of a cost example, that printed cards are an economy measure both in time and money. The Library of Congress

cards are more expensive than Wilson cards, but the opinion is that an economy would still be realized.

Any effort to time processes through a questionnaire, will meet with some problems which may have an effect on the total time. No effort was made in this study to account for interruptions, rearranging of thoughts, or motion. Personal speed, experience and training all have their effect. With these few reservations, the average cataloging time per book in school libraries as presented in this study, is considered an accurate figure.

Many administrators are sympathetic to the problems of the library, but do not always understand them. They desire "maximums" in their schools. A maximum program achieved with a maximum of efficiency and economy is what they want. With the results of this study presented in terms of time and cost, a better communication between the librarian and the administrator may be established.

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## STUDENTS — MEET MR. DEWEY

*As you read this, imagine a red-headed librarian with sparkling eyes, delivering this fore her classes at McKinley Junior High School in Pasadena, and you have the author*

HELENA LEE CORCORAN

The classification system which we use in our library, was invented by a gentleman named Melvil Dewey, who had one of the most orderly as well as inquisitive minds of his (or any other) generation.

Back in 1872, when Mr. Dewey first walked into the Amherst College Library, there was no real system for keeping books in order. They were arranged by color or by size. Actually, if you had thrown all the books in a huge pile in the center of the library and then pulled them out at random, you'd have had about as much chance of finding what you wanted as you did under the size or color system.

Mr. Dewey drew up a chart dividing all human knowledge into ten groups, and gave each group a hundred numbers. Later, he discovered that a hundred numbers wasn't enough for some groups; so he simply put a decimal point at the end of the first three numbers and kept on going. Because of the inventor and his use of decimals, we call it the Dewey Decimal System.

The system is very fearfully and wonderfully put together. Everything in it unfolds with the order and completeness of a Japanese garden that children put in a glass of water. Everything comes from something that precedes it naturally and develops into something that naturally follows it.

The only exception to this rule is the very first class. Here, Mr. Dewey gathered together all the books that are about everything in general and no one thing in particular. The zero class is a sort of clearing of the decks before the specific subjects are tackled. Encyclopedias come in this class, and books about newspapers and libraries.

Mr. Dewey was also a great one for mnemonic devices. This is a very expensive phrase that means ways to help you.

He used the same number for the same thing in many different ways. For instance, 0 at the end of any number tells you that that book is all about everything on that particular subject. A book with the number 500 is about all of the sciences. 510 means that the book is about all the kinds of mathematics.

After Mr. Dewey had cleared away the omnibus books, he started with the biggest single subject that man can think about. It is the subject that asks: Where did I come from? What am I doing? Where am I going? The answers to these questions are comprised in the subject: Philosophy: 100.

When you have asked yourself those three basic questions, you find that the answers involve a supernatural Being. So man's next study is his relationship to this Supreme Being. This relationship is called Religion: 200.

In this class, there is a section that you never seem to expect to find here. That is 291 and 292—Mythology. We think of the stories of the ancient Greek and Roman gods as sort of fairy tale. But, historically, Jupiter and Juno and the rest who lived on Mount Olympus were once all a part of a living religion.

After man has studied his relationship to God, he turns next to the people who surround him. The 300 class is Sociology which means the study of the relationship of man to man. Here you will find everything from the relationship of one government to another, right down to the rules for introducing one man to another.

There is one section in this class that you always seem surprised to find here. That is 398—Fairy tales and Folklore. You seem to think that these should be with Fiction. But they aren't fiction. Actually, folklore and fairy tales are a sort of symbolic history of the human race—not of any one country or even the world,

but of the human race. Did you know that there are over 2000 different versions of Cinderella? And that the story of *The Goose Girl* was found in hieroglyphics in an Egyptian tomb? And that when the Spaniards came here and explored on into the west of Mexico, they found that the Indians already had the story of Cinderella?

After man has begun to consider other men, he must find some way to communicate with them. So the 400 class is Language. Here you find grammars and dictionaries for all languages.

Once man has established contact with other men, he turns his attention to the world that surrounds him. Study of this world—this universe—is called Science.

Each one of these ten basic classes is further broken down into ten sub-classes. And perhaps the 500's would be a good place to show you how this works. Mr. Dewey always works from the oldest to the newest, or from the biggest to the smallest, or from the known to the unknown. In the 500's, he starts with the science on which all other sciences are based: 510 is Mathematics. 520 is the next oldest science: Astronomy. Then:

- 530 Physics
- 540 Chemistry
- 550 Geology
- 560 Paleontology ( a fancy word meaning the study of very old things — prehistoric things).
- 570 Biology
- 580 Botany
- 590 Zoology

Then, he proceeds to divide each one of these sub-classes into ten sub-classes. Let's take mathematics, for example. He starts with the branch that every one studies:

- 511 is arithmetic.
- 512 is Algebra
- 513 is Geometry
- 514 is Trigonometry
- 515 is Descriptive Geometry
- 516 is Euclidean Analytic Geometry
- 517 is Calculus
- 518 is Special Functions. (This, I can not explain. I never went this far) this far).
- 519 is Probability (which is very educated guessing).

These sub-sub classes can be further divided into triple sub classes by adding a decimal point and going on again. And so on, ad infinitum, practically.

Man is essentially lazy. (If he weren't we'd all still be living in caves or trees. So as soon as he studies science, he can't wait to apply it to his daily life to make things easier for himself. That's why we call the 600's Applied Science. We also call it Practical Arts. Whatever we call it, it helps man to shorten his working day.

As soon as you shorten the working day, you have people with time to indulge in hobbies — painting, dancing, music, sports. So the Practical Arts are followed very logically by the Fine Arts: 700.

There is one of the Fine Arts that is so tremendous in its scope that it needs a whole hundred numbers to itself. That is the finest art of all — Literature: 800.

In the 800's, Mr. Dewey had a mnemonic field day. He tied all kinds of literature together and then went back to the 400's and tied it up with Language. This is pretty tricky; so listen hard. He starts out with the literature we know best. 810 is American Literature. Then they go in order of their popularity with Americans in the 1870's.

- 820 is English Literature
- 830 is German Literature
- 840 is French Literature
- 850 is Italian Literature
- 860 is Spanish Literature
- 870 is Latin Literature
- 880 is Greek Literature
- 890 is all Other Literature

Compare that line-up with the 400's.

- 410 is Comparative Language
- 420 is English (Back in the 1870's the languages spoken in England and America didn't differ enough to be called different languages.)
- 430 is German
- 440 is French
- 450 is Italian
- 460 is Spanish
- 470 is Latin
- 480 is Greek
- 490 is all Other Languages

But Mr. Dewey had even more mnemonic tricks up his sleeve in this area. He used "1" for poetry. So 811 is American poetry. 821 is English poetry. 831 is Italian poetry. "2" is drama. So 832 is German drama; 842 is French drama; and the plays of Aristophanes are numbered 882.

Now that *man* has gone through the whole development involved from the 190's to the 800's, he wants to keep a record of it. So he pulls it all together and writes it down as history. So we come to our last class: 900.

Here, gain, are two sub-classes that you sometimes argue are not history. These are 910: Geography, and 920: Biography.

But they are really the basis of all history. Compare the geography of Holland and Switzerland. Switch them, and see how different their histories would be.

Next only to geography, the history of a country depends on the kind of people who live in it. How different our own history would have been if, instead of Benjamin Franklin, George Washington, and Thomas Jefferson, we had had people like Karl Marx, Napoleon and Hitler as the founders of our nation.

910 and 920 are well placed.

So we have come the full circle. This is only the sketchiest of introductions to Mr. Dewey's system. May I hope, however, that it will give a little more meaning to those numbers that confront you on the backs of library books and in the upper left hand corner of cards in the catalog drawers.

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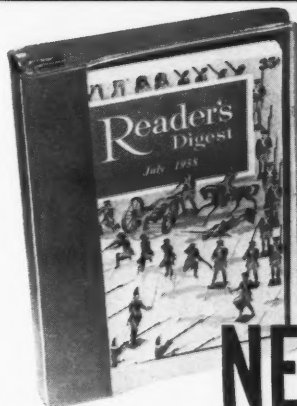
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# SPACE, PLACES AND THINGS!

MRS. HELEN D. ROBBINS\*

*Library Service for Tulare County Schools, Visalia*

The school library services for Tulare County were formerly housed in the historic old Masonic Building, erected in 1873. Space allotted for the library consisted of two small rooms, a hallway, and one large room with high ceilings. In this unpainted building the quarters were very impractical because of permanent walls, inadequate lighting, variable heating, cooling by electric fans, antiquated and insufficient shelving, and no definite work areas.

The present location in the new Courthouse sparkles with newness, cleanliness, and the freshness of a spring day. The library quarters, 4202 square feet, have no permanent walls, maintain even temperatures throughout the year, are provided with diffused lighting, and have areas defined by steel shelving to meet functional needs. Reception, circulation, shipping, cataloging and processing, and the teachers library, may be changed by rearranging the shelving. **SPACE!**

Distinguishing features of the shelving are a step-down section in the shipping area, and the three-section sloping shelf for the Cumulative Book Index in the cataloging area. A general work area is defined by the sitting-height circulation desk, a small clerical desk, and a bank of seven files with a continuous linoleum top. The only permanent partitions in the library are the glass walls of the librarian's office. The shipping area, close to the corridor and convenient to the loading dock, has ample table-top space, shipping bins, a storage closet, and plenty of shelves and cupboards above and below the counter. The general stacks are in the very center of the library. **PLACES!**

Classroom teachers are provided with three distinct types of library materials: supplementary textbooks, enrichment

reading, and the materials in the Teachers' Professional Library. Sample text books with accompanying manuals are displayed in the library. A duplicate display is located in a school that is accessible to eight school districts in the surrounding area. **THINGS!**

A supplementary textbook list (3rd edition, May 1958), is supplied to teachers and administrators. Teachers retain books as long as needed or used. No district is provided any reference books such as dictionaries, encyclopedias, atlases — or magazines.

Enrichment reading titles are not duplicated. Teachers are encouraged to come to the library for selection of materials, but may employ the request form provided, or phone in their requests. A committee of teachers, administrators, and a district PTA representative meet once a month to review and evaluate the new enrichment reading books. Supplementary textbooks are evaluated by a committee from the Instructional Services Division. Books are approved for purchase by the County Board of Education.

The Library Services Department functions under the Associate Superintendent in charge of Instructional Materials. Member school districts contract for the library services at the rate of \$75 per classroom teacher of 35 ADA.

The library staff, together with the director of library services, consists of cataloger, three clerk-typists, two clerks, and a part-time page. The delivery service, weekly to schools, is shared with the audio-visual department and the superintendent's office.

The library operates on a twelve-month basis, serving the demonstration school classes of the Visalia summer session of Fresno State College, and the regular summer classes by Inter-Library loan of the Teachers Professional Library.

During the '57-58 school year there were 92,379 books circulated to 366 classroom teachers in 47 school districts with 51 school buildings. As of June 30, 1958,

\* Drexel Library School Grad; study at Columbia. Hobbies: Hammond Spinnet organ and gardening. Garden boasts a Moon Gate of the Four Seasons; her design, her husband's construction. And the Robbins like to fly away to far places.





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## ATTENTION ALL MEMBERS OF SLAC

**WITHOUT DELAY will you contact ANY member of  
Legislature or Legislative Core or Standby Committees**

As this BULLETIN goes to press AB 1009 and AB 1328  
have passed Assembly Education hearings  
AB 1009 passed Assembly Ways and Means on May 4.

---

When you receive your BULLETIN we need one-half hour of your time AT ONCE. Write letters at once to your representatives urging their support on both bills. Contact one or two friends to do the same.

**YOUR HELP IS NEEDED WITHOUT DELAY!!**

"A very tight fiscal situation exists for the State Government at the present time" according to Fred Dutton, Executive Secretary to Governor Brown.

AB 1009 will not pass the Assembly OR the Senate Finance Committee without your help. YOUR representatives must hear from their constituents. Refer to your blue printed Legislative Rosters for the names of your representatives. **WRITE NOW.**

Your legislators need to know, from YOU that SLAC is supporting the Governor's tax program (as seen elsewhere in this BULLETIN), which means also that we support his program for better education in California. Along with CTA and CLA we should publicize our support.

**ONE MORE REQUEST FOR SUPPORT:** Find out the progress of these important CLA bills:

AB 1981	1986
1982	1987
1983	1988
1984	1989
1985	1990
	1991

Write to your Assemblymen, and get your friends and fellow school people to write also.

**BE AWARE** when these bills pass the Assembly, and thereafter write to members of the SENATE EDUCATION COMMITTEE.

Read the April issue of the CALIFORNIA LIBRARIAN, or otherwise inform yourself about the CLA sponsored bills.

Urge support of AB 1328, which is our bill to remove purchasing restrictions now prevailing in some areas on library purchases. See page 12 in March BULLETIN.

It is very important to urge support of AB 1985 which will provide additional support for public libraries.

AB 1000, by Assemblyman Geddes, would increase state school support by \$54,000,000. Urge a *do pass*.

**AND . . . oppose** SB 656 which would transfer the venerable SUTRO collection of 100,000 volumes to the University of California, which has no plans for housing it, maintaining it or using it after it has been torn out of the State Library where it now is classified. The claims for this proposed give away says CLA, are illusory. The library IS being used today!

—Maurine S. Hardin,  
Legislative Coordinator

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## ASSEMBLY BILL NO. 1328

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Introduced by Mr. Ernest R. Geddes — February 11, 1959

AMENDED IN ASSEMBLY APRIL 20, 1959

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*In act to amend Section 8453 of the Education Code, as enacted by the Legislature at its 1959 Regular Session, relating to schools.*

*The people of the State of California do enact as follows:*

SECTION 1. Section 8453 of the Education Code is amended to read:

8453. *No publication of a sectarian, partisan, or denominational character, shall be distributed in any school, except that nothing herein shall restrict the development and use of school library collections.* No sectarian or denominational doctrine shall be taught in any school. Any school district or city, the officers of which knowingly allow any schools to be taught in violation of this section, forfeits all rights to any state or county apportionment of school moneys, and upon satisfactory evidence of any violation, the Superintendent of Public Instruction and school superintendent shall withhold both state and county apportionments.

*Fellow Librarian . . . Urge passage!*

---

26 Tenth Place  
Long Beach 2, Calif.  
April 6, 1959

His Excellency  
The Governor of California  
Executive Office  
Sacramento, California

Dear Governor Brown:

I am pleased to inform you that the Executive Board of the School Library Association of California at its annual spring meeting, March 21, 1959, in Los Angeles, voted unanimous support of your tax program.

Our organization is vitally interested in legislative matters at all times, particularly as they affect education in our state.

May I extend our sincere good wishes to you.

Respectfully yours,  
Bess Olson  
Secretary

# "RETURN OF THE NATIVE"

by BRUCE D. REEVES

*Freshman, San Jose State College*

Looking at the cover of my desk dictionary, I see inscribed on its brown leather surface these words: "Knowledge is man's crown of distinction." If this is true, then surely the acquiring of knowledge must be considered the most important function in a young person's life. The young mind is alert and eager to learn, waiting only for its fancy to be captured and then channeled into interesting, informative, and constructive directions. What better way is there to accelerate youthful quest for knowledge than by means of the school library?

I only wish that all teen-agers could have shared the wonderfully enriching and exciting experiences that I enjoyed during my four years in high school. Of course, I realize that I may have been more fortunate than some students. My school library (perhaps the use of the possessive pronoun is improper, but it illustrates my feelings) was an exceptional one. It was relatively young and consequently expanding. As it grew, it managed to preserve the liberal and progressive atmosphere so necessary to a library that speaks to adolescents. The reading room was large and bright with one wall composed entirely of windows. An expansive bulletin board at the far end of the room covered the wall with gay and colorful displays presenting new and interesting books. The personality of the library (libraries *do* have very real personalities) made it a place where young people liked to congregate—for reasons other than coming in out of the rain!

The librarian was a cheerful and warm person with a vibrant personality, one whose sense of humor and love of books pervaded the atmosphere. The lovely floral displays, the eye-catching book exhibits, the lively holiday decorations all were conceived in her quick imagination.

But more than that, she managed, when drawn into the maelstrom of adolescent demands, to guide many a young person into the port of fine literature and good fun through books.

Not long ago I revisited my high school library. As I entered the room I felt myself become tense and excited with anticipation. I eagerly surveyed the familiar scene: some students were busily working with reference materials for reports and term papers while others were browsing among the books or reading magazines; the librarian was at the card catalogue acquainting a small group of students with its processes. Oh, the memories that rushed back into my mind with that picture! The faces of the students were new to me, but the interest vividly expressed on them was identical to that which I had seen innumerable times. Looking past the lively panorama I saw a bright display on the bulletin board reminiscent of the many I had seen and enjoyed during my high school years. Then my attention was drawn to the shelves. I was very much interested by the vast increase in the size of the collection. Of course, I had anticipated the differences that lay before me. A good library grows—in many respects—and by so doing attracts new people to it. However, the characteristic friendliness and warmth remained, making a pleasant contrast to the impersonal coolness and massiveness of the college library I now frequent.

Returning to a library is like returning to one's hometown; there are so many wonderful old friends. I found myself eagerly searching the shelves for books that I had read and enjoyed. I was excited to find the same copy of *The Plutocrat* that had introduced me to the works of Booth Tarkington and, thereby to one of my favorite authors. Memories of our

coming together came to mind. Needing a fiction book for freshman English class, I had resorted to the old trick of students the world over—procrastination. With exactly one minute to find a book I had searched frantically until my eye was attracted by a bright orange cover. I grabbed the book it enveloped, checking it out of the library without noticing what I possessed. It was not the last book by Booth Tarkington to enchant me thoroughly. After handling its now faded cover and looking through its familiar pages, I passed on to other old friends on the shelves: Commager and Nevins' histories of the United States, William Overstreet's book on language, Dicken's *Tale of Two Cities*, Tolstoy's *Anna Karenina*, and so many others.

I remembered how I used to search the shelves nearly every day for new arrivals which I didn't want to miss. I remembered the times I helped the librarian with the displays. I remembered the day I won the library award—for being an intensive reader without a single overdue book during the school year. I remembered attending a student librarians' conference at the University of California. I remembered the articles about the library I wrote for the school newspaper. But the most wonderful hours I spent in the library were those spent in browsing. The books and authors I discovered, the odd bits of information I picked up, the fun I had just being allowed (and even encouraged) to roam through the book shelves as suited my pleasure and inclination—nostalgic memories of those happy times shall remain with me always.

I also remembered the year I worked in the library as an assistant whose task it was to help others find the pleasure in books that he enjoyed. What a wonderful experience it was to take a group of freshmen through the library, explaining its functions. I recall their interest in its procedures and tools, and their ultimate delight in discovering ways in which these same devices could serve them.

Because of my early intimacy with library techniques, I find today that the lore of the college library, despite its size and complexity, is more readily accessible to me than to many entering college students. The fundamental skills that I learned in high school now serve as guide posts to greater efficiency and productivity in college reference work. I do not regard the library—as do several of my college friends—as a deceitful labyrinth designed to perplex and confuse me, but as a close friend anxious to aid me in my pursuit of knowledge. Even if my high school instruction benefited me only in greater facility in the library, I would be forever grateful.

Yes, those four years were productive, stimulating, and enjoyable ones, years in which I came truly to understand that knowledge is indeed man's crown of distinction. I only wish that every high school student in America could share my experience.

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## JANKE WILL HEAD SAN JOSE'S LIBRARY SCHOOL

Three major changes in the faculty of the Department of Librarianship have been announced by Dr. John T. Wahlquist, president of San Jose State College.

On July 1, 1959, Leslie H. Janke, a member of the staff for the past three years, will succeed Miss Dora Smith as head of the Department.

The new *major domo* holds graduate degrees from both the University of Wyoming and Florida State University. He came to San Jose in 1956, after more than eleven years of teaching and public school library work in the Middle West.

### *New Staff Members*

Dr. Shirley Hopkinson and Mrs. Irene Norell will join the faculty on September 1.

Dr. Hopkinson, an M.A. in Library Science from the University of California, and an Ed.D. in Audio-visual Education from the University of Oklahoma, has had wide experience in all phases of school library work. She previously held positions at Modesto Junior College, La Mesa Junior High School, Chaffee Junior College and San Jose State College.

Mrs. Norell is a graduate of the Division of Library Instruction at the University of Minnesota, and is currently on the staff of the Librarianship Department at Northern Illinois University. She had hitherto lectured in school library education at the University of North Dakota. She also brings to San Jose a record of outstanding service in the public library field. From 1947-56 she was librarian of the Public Library in Grand Forks, North Dakota, and before that was on the staff of the St. Paul Public Library, and of the University of Minnesota Library.

Miss Norell's coming to San Jose will enable the department to develop new areas in the training of librarians, especially in the field of work with children in the public library.

The fourth member of the library faculty is Associate Professor Marjorie

Limbocker, who also has a wide background of experience in various fields.

### *Summer Session*

Full information on staff and courses was set forth in the March BULLETIN. Address inquiries now to Mr. Janke.

### D. SMITH & J. VANDERPLOEG

Miss Dora Smith retires as head of San Jose State College Department of Librarianship at the end of the current year.

She first affiliated with SJ in 1930, having graduated from the University of California and worked for a time in the school libraries of Utah. During her 29 years at the campus with the ivy-clad tower, she has served on innumerable committees of ALA and SLAC, and was instrumental in organizing SLANC, the Student Library Assistant organization of Northern California.

Miss Jeannette VanderPloeg is retiring after 30 years on the San Jose faculty. Since 1929 "Miss Van", as she is known to students and colleagues, has taught the technical processes and related courses. She has served on various occasions as an officer of SLAC, and on ALA committees, including the Committee on the Revision of the Dewey Decimal Classification.

Miss Smith and Miss VanderPloeg have had numerous articles in the professional journals, and have collaborated as joint authors and editors of numerous contributions to the literature of the library field.

Travel looms as first substitute for their academic operations.





Leo Politi

**SAINT FRANCIS AND  
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*Illustrated in 2 and 4 colors by the author.*  
The story of the saint who loved all living creatures, told and pictured with beauty and simplicity. Side sewn, washable. Ages 5-8.  
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Françoise  
**JEANNE-MARIE  
AT THE FAIR**

*Illustrated in 2 and 4 colors by the author.*  
Here is all the gaiety and fun of a village fair. Jeanne-Marie and her father go on their scooter — Jean Pierre is there — and Patapon, the pet sheep, gets there too! Side sewn, washable cloth.  
Ages 4-7. March \$2.95

# STANFORD UNIVERSITY LIBRARY AND THE FRESHMAN

by JACK PLOTKIN

*Chief Circulation Librarian and Lecturer in Bibliography,  
Stanford University Library*

During the past decade the Stanford University Library has developed three ways to assist incoming freshman students in using its vast library facilities. Interestingly enough, each approach developed independently from separate needs. They have now merged, however, and serve to implement our basic function, which is meeting the needs of the faculty and students.

The method we have used for the longest period of time is the tour of the library building conducted by the professional library staff. This procedure is part of the overall freshman orientation program during the registration period of each Autumn Quarter. In this way, we reach 600-800 students of the incoming freshman class, or fifty to sixty percent of a total enrollment of 1,000 to 1,100 students. In each tour of 25-40 students, we point out the main library services: reserve book room, card catalog, circulation desk, the book stack area, the reference desks, and the periodical desk. Each tour lasts forty to fifty minutes.

In order to strengthen this orientation program, however, we are now attempting to schedule the tours during the second or third week of the Autumn Quarter as part of a regular classroom assignment in the Freshman English classes. In this way, we will contact the majority of the new students at a specified time during a one week period. Heretofore, tours during the two days of registration have proved a burden to the students who are already overpowered with five days of pre-registration activities. In addition, as indicated above, we are reaching only fifty to sixty percent of the new class. We hope that this arrangement will take place next fall.

In the past four years we have developed another orientation method in the use of the library. This is a forty-five minute lecture given to each Freshman English class when the students are preparing research papers. Usually there are

fifty sections or so of English 2 classes with 25-30 students in each. We meet with the group as part of a regular classroom assignment and explain the steps a reference librarian would follow in solving a problem. We have used the following examples:

1. Did Hitler's strategy lose the war for Germany?
2. Did William Dean Howells have any effect on Mark Twain's writing of fiction?
3. What were the political repercussions of the Sacco-Vanzetti trials?

Thus far, we have found the Freshman English faculty unanimously in favor of the program. Indeed, we feel that we have developed an excellent working relationship with this group because it identifies the librarians with both the faculty and the students. In turn, it gives the student a librarian's approach to research.

Lastly, we offer each quarter a one unit course entitled, "The Use of the Library". We stress the importance of the card catalog and selected basic reference materials and gear the discussion of the materials to the needs of the lower division students. Since the course is elective, registration varies each quarter.

Undoubtedly, other university and college libraries have similar or expanded programs. What we are doing, however, appears to fulfill the needs of our students, our faculty, and the librarians. If and when we get an undergraduate library, we plan to develop other means of assisting the freshman in using the library. On the other hand, we realize that we cannot do too much to acquaint incoming students with the resources of a major research library. Often they are so overwhelmed with the scope of the collections that they fail to use the available facilities effectively. In any case, we find it imperative that new students start to learn how to use the library and start early in their university career.

# BOOK SELECTION POLICIES COMMITTEE REPORTING

LEROY C. MERRITT, *Chairman*

1. With regard to the Los Angeles County Religious books controversy noted in last quarter's report, good friend of libraries Assemblyman Ernest R. Geddes on 11 February 1959 introduced Assembly Bill 1328 to amend Section 8453 of the Education Code. Some opposition to the language of the bill developed from quarters concerned that the present prohibition of distribution of sectarian materials in schools be not disturbed. Mr. Geddes submitted author's amendments to take care of those objections at the 23 March hearing on the bill before the Education Committee of the Assembly, but the bill was put over for further revision to make sure that the wishes of the School Library Association and other organizations were adequately met. Legislative Coordinator Maureen Hardin and Chairman LeRoy Merritt were present at the hearing, and will continue to work for the bill's passage. It should be emphasized that no one, legislator or legislative advocate, is opposed to what SLAC is wanting to accomplish; they are merely concerned that no loopholes are left in the bill to plague either librarians or those concerned with the separation of church and state.

2. Only other activity of the Committee during the Quarter involved the query of a California school librarian about the propriety of stocking and using the promotional literature available on request from the embassies of most foreign countries. Beautiful, well-printed, and well-illustrated, each one is written from the point of view of the particular country's political beliefs, and is naturally biased. She was particularly concerned about those coming from countries with a Communist bias. Both the chairman and the co-chairman answered her to the effect that any such material which could be obtained was natural and proper grist for the librarian's mill, and that the several biases would cancel each other out if a representative selection of such materials was obtained. We suspect the librarian remains unconvinced, for she has also submitted her self-imposed problem to faculty and administration, who gave her substantially the same answer, but she seems determined to have a censorship problem whether one exists or not. Shades of the Fiske report!

## Library Course Desirable

Everybody who is going to receive a teaching credential ought to be required to have a course in library usage, just as audio-visual credit is now a must. So says the Professional Committee of SLAC.

This topic has been bandied about in many a discussion by librarians who see in such a prescription a factor that would eventually increase library use by various departments which presently seem hardly aware of the existence of their school's book collection, or assign research topics without any knowledge of the availability of materials.

## Final Northern Section Session Evaluated Telecasts

The final Northern Section meeting of the year was held at the University of San Francisco on May 16th.

The main feature of the day was the afternoon session devoted to an evaluation of educational television activities in Northern California during the past year. The discussion included the following participants: James Day, general-manager of KQED and Raymond L. Smith, director of School T-V Service for the Station, and Dr. Harold Spears, Superintendent of San Francisco Unified School District. Dr. William Sanborn, director of instructional materials for the San Francisco Unified Schools, moderated the program.



## WEST VALLEY ELEMENTARY SCHOOL LIBRARIANS' ASS'N.

ELISE SMITH, *District Librarian\**  
Union School District, Santa Clara County

### *NEEDED: A GRASS-ROOTS ORGANIZATION FOR LIBRARIANS IN THE ELEMENTARY SCHOOL DISTRICTS OF SANTA CLARA COUNTY.*

Here in rapidly growing Santa Clara County, new schools are popping up like toadstools and old schools are squeezing more and more desks into the classrooms. As school districts increase in size, so are library programs being revised and enlarged to answer the demands of a larger school population and of new planning in education. Librarians in the smaller districts outside of the city systems particularly felt the necessity for a closely-knit professional group at the local level, a group to which they could turn both for moral support, for help in setting up policies for new library systems, and for practical assistance in setting a high standard of performance for the library programs currently being revised or initiated in their own districts.

Accordingly, librarians from seven elementary school districts met one evening last September to organize a professional group at the local level. In order to pinpoint the group both professionally and geographically, we chose the name West Valley Elementary School Librarians' Association, the western section of Santa Clara Valley being the area from which the greater number of members was drawn.

We accomplished much at the first meeting, for we:

1. Framed a statement of the purpose of our organization, namely, "To upgrade library service in the elementary schools of Santa Clara County through gaining wider recognition of the school library program and the conditions under which it can most effectively function."

2. Decided to keep to a very informal organizational structure for at least the first year.

3. Appointed Holly Allen, District Librarian of the Campbell Union District, and Elise Smith, District Librarian of Union District, as co-chairmen to serve for the rest of the year.

4. Made tentative plans for the type of program we would wish to have at our meetings during the rest of the year.

We now have thirty-two enthusiastic members, representing eleven school districts. We have held successful, well-attended meetings in October, in January, and in March. At the May meeting the chairmen will turn responsibility for the future of the organization over to a new president, Adaleen Falltrick, Supervisor of the Instructional Materials Center, Jefferson Union School District. These meetings have been dinner meetings, simply because we have a good time being together. The program at each meeting has been given over to members for the scheduled presentation of the library programs in their districts, and to a time for group evaluation of strengths and weaknesses. Tentative plans for next year include the holding of a work-shop; the publication of a small and unpretentious mimeographed news sheet which we hope will inform administrators in the area of our efforts to improve library service; and the compilation of a report on library programs in the elementary districts of Santa Clara County.

At present we are very new as a group, and still feeling our way. However, some of us are already finding the group a strength to lean upon. Certainly we have a good time at the lively discussions that take place at meetings; one "husband-in-attendance" remarked, "Never saw people with so much to say to each other." It's been fun.

\*Oregonian; BA Univ. of Oregon; studied and taught in Hawaii; hobby: camping.

## INVITE HOME-MAKERS IN

MARJORIE KUTTNER\*

Edison JHS, L. A.

Bring the Home-Making Department to the library, and you will find it one of the most rewarding experiences a librarian can have.

As a part of the course of study, Home-Making has a unit on Child Care, which correlates beautifully with library resources. Among the numerous subjects covered is that of baby-sitting. This is near and dear to the heart of the junior high school girl, as it often represents the principal source of supplementing her depleted allowance.

The subject of baby-sitting becomes constructive pedagogically when the teacher introduces story-telling as a means of enticing reluctant little rascals to approach the realm of the never-never land. As story material the teacher can suggest picture books that the often plagued sitter can utilize to achieve this effect.

The librarian can discuss a few notable picture books, giving a brief review of the story, and highlights of the author's life. She can continue the teaching process with an animated demonstration of story-telling techniques, then actually tell a story involving the techniques discussed in the lesson.

A flannel board story is usually a success, especially with older groups. A short period of browsing can follow the lesson.

\*—MS at USC in Library Science. Now two years a school librarian. Hobby: Indian lore, and she invites correspondence from aficionados.

## IF YOU MOVE

The post office does not forward second class mail unless you guarantee forwarding costs. The faulty address label from an undeliverable BULLETIN is returned to the editor under five cents postage due. To insure your getting the November issue (if you change domicile), send your new address to the section treasurer by October first, before address labels are prepared for the subscription manager . . . see list of next year's officers in this issue.

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## LIBRARY STANDARDS AVAILABLE

This *Bulletin*, in its issue of May 1955, published sets of standards for various levels of school libraries; elementary, junior high, high school, junior college, and county school libraries. These have been widely read, discussed and praised for their practical approach; they will still be of value after other similar productions appear.

Plenty of copies are available at fifty cents each — all sets in one issue, May 1955. Until July 1, address Helen Damon, 343 East Sacramento St., Altadena, and thereafter Maryline Conrey, 2533 Encinal, Montrose, California.

### *Single Copy Reprints*

Single copies of any of the above named five sets of Standards may be obtained at ten cents each by writing to:

Mary Louise Seeley  
Library Section  
1205 West Pico Blvd.  
Los Angeles 15, California

### *Old Copies ROUNDUP*

As SLAC's organizational set-up has been revamped through its years of growth, there is a possibility that someone somewhere may have on hand extra copies of the BULLETIN. If anyone whose eyes may fall on this note should happen to have back issues beyond his needs he is requested to pass them along to the Association. These may be labeled "FOR BULLETIN FILES", and sent to one of the persons named below, or a message passed along that there are copies available.

In the north:

Robert E. Muller,  
1593 Cleveland Ave.,  
Santa Rosa, California

In the south:

Miss Maryline Conrey  
2533 Encinal,  
Montrose, California

## SCHOLARSHIP LOAN FUNDS

Both the northern and southern sections of SLAC have loan funds to assist worthy students in pursuing library training. Thus far the procedures and rules for granting loans have been rather experimental, and not always the same in both sections. Those who handle the funds have been comparing notes in order to bring more uniformity to their practices, and will probably be ready to publicize in these pages the crystallized regulations. Each section has some loans out, and more money available, and anyone who knows of a deserving trainee is invited to refer the case to Association officers.

### The Althea Warren Memorial Scholarship Fund

In America today there are 10,000 professional vacancies in the library field, a greater personnel shortage than in nursing and teaching. Thus it becomes imperative that everything possible be done to recruit desirable candidates.

To this end USC announces the establishment of the *Althea Warren Memorial Scholarship Fund*, and invites librarians to make gifts. Thus the profession will be helped by giving aid to likely future librarians, and the name of a great librarian who was also an admirable and much loved person will be honored.

Miss Warren was on the USC staff, and had been head librarian of the Los Angeles Public Library for many years. Before that she was head of the San Diego Public Library. She also served as President of the American Library Association, and of the California Library Association.

Send your contribution to Miss Martha Boaz, Dean, School of Library Science, USC, Los Angeles, and mark it "For the Althea Warren Memorial Scholarship Fund." It is tax-deductible. If the goal of \$25,000 is achieved, a permanent interest-bearing scholarship will be established, whereas a lesser sum will be administered as a loan fund.

A most a gift

## THE NEWS LETTER

Every issue of the News Letter, now in its 24th year, carries a real solid article by Edgar Dale, of A-V fame, and lists various things worth writing for.

The 4-page publication is sub-titled *Bringing Information to the Teacher about the Film, the Press, and Broadcasting*. To get it you tape a quarter to a letter, and give your address. In case you move, it's another quarter. NEWS LETTER, Ohio State University, Columbus, Ohio.

Here is a sample from the March 1958 issue:

"To live a fulfilled life, you must stay alive. But each year five million people die of tuberculosis, and more than 80 million people have yaws. Fifteen per cent of the world's population have trachoma, leading cause of blindness. However, by using aureomycin and terramycin, Taiwan has already cured more than a million cases of trachoma among some two million school children.

"To live you must eat, and the world's food supply is inadequate for good health . . . But you can have enough to eat, be free of physical disease, and still live the drab, unrewarding life of an illiterate in a world that demands literacy. About half of the world's population is illiterate, and an additional fifteen per cent is nearly illiterate. The UNESCO World Survey of Education says: 'Of every ten children in the world, five do not go to school; four are in primary school, and one is receiving post-primary education' . . . Do we want to share our good life with the unfulfilled peoples of the world? What picture are we now sending abroad? . . . dealers in death, or conservers of the dreams of poets and prophets?"

## LURE OF OTHER LANDS

If you have a yen to ken the nations overseas, you'll get authentic information about your dream by obtaining the three pamphlets prepared by the California Teachers Association, at 693 Sutter Street, San Francisco.

Ask for: *Concerning Teachers from Abroad, International Understanding—The Teachers Responsibility*, and *The American Teacher Overseas*.

Another pamphlet is under way to aid exchange teachers, and will be titled *California Facts*.

Helen C. Bullock suggests the study of two other pamphlets, *Promotion of World Friendship Clubs*, and *How the United Nations Can Be Used Effectively in the School Curricula*. Miss Bullock worked on the CTA publications, and was cited last month by the Board of Directors of CTA for outstanding service as a member of the State Council of Education from 1950-1959, representing SLAC.

Working abroad is a tremendous experience, as many will testify. It can be done through an exchange in some countries, or by taking leave of absence from an established post here. One needs to start almost a year ahead, for the details are numerous.

Another source of information about positions overseas is the International Issue of a non-fee placement journal, *CRUSADE*, which may be obtained for \$1.00 by writing to:

Advancement and Placement Institute  
Box 99-J Green Point Station  
Brooklyn 22, New York

## Popular Mechanics on Microfilm

The complete file of Popular Mechanics Magazine is now available. The first fifty years (Volumes 1-96) may be obtained at \$750 the set. This publication has been thoroughly indexed in the Reader's Guide since 1924. How-to-do-it sections are indexed in the three volumes of Index to Handicrafts. In 1958 the Hearst Corporation acquired ownership, and plans to continue the 57-year tradition as the fore-runner in the field.

## MORE MILEAGE FROM BOOK JACKETS

VOX POP delineates diverse uses for the pretty covers that so often conceal drab bindings. Here is evidence that ingenuity has been at work. Many librarians will find patterns to imitate, and others will be inspired to devise new means of capitalizing these eye-catchers in the perennial luring of readers. And obviously, the half has not been told.

Thanks to Sister Clarice of San Gabriel Mission HS for the photos that have keyed the two questions posed this year, and also to all who have responded.

*Lenore Eberle, Morningside HS, Inglewood*

We find book jackets valuable. The publisher's information is clipped and pasted in the book to aid students. Author information is pasted on a sheet of paper, and filed in the vertical file, to supplement regular biographical sources which so often do not include popular juvenile authors.

The jacket cover is then filed in Princeton files by class number or author for use in displays, both in the library and the classrooms. Stock is kept current by periodic checks with the shelf list, as no jacket is ever displayed if the book is not available.

*Fred Osborne, Long Beach City College*

We keep a file of jackets by subject . . . We have two large display cases, the backs of which are tack boards onto which we put colorful book jackets, and we also display jackets on the shelves of the cases . . . We usually put blurb and biographical information in the back of the book.

*Cecilia Myrland, Central JHS, Pittsburg*

We stimulate the reading of biographies by using book jackets to create portraits. Covers of biographies of Lincoln, Washington and Edison, which featured their photos, were used as the background in oval framing to depict birthdays in February. The pictures were cut in circular design, surrounded by bands of narrow white and red paper, and mounted on blue corrugated paper background. The three pictures made an impressive patriotic bulletin board display.

Other covers of presidents and their wives, framed separately, were used on the biography shelf counter to center interest on the collection.

Our student assistants reenforce the book jackets with grizzly kraft paper, which we buy from Blake, Moffett & Towne in 100 pound lots. We use diluted Gaylo paste on the jacket itself, paste it to the kraft paper, cut to jacket



*Muriel G. Anerson, Garden Grove H.S.*

size, recenter on the book which has been covered with a waxed paper jacket, then add another waxed paper outside the reenforced jacket, and place the assembly in the press overnight, with the spine protruding. The waxed papers keep paste from oozing onto the book while it dries. By the next morning the jacket will cling to the shape of the book.

We have had volumes go out as many as fifty times with this treatment, and when the jacket becomes worn, the write-ups can be clipped, and pasted in the back of the still-new-looking book. Books certainly SELL better in attractive covers, and we can't afford plastic ones. We think our method pays!

*Lea Hood, Huntington Beach Elem. School*

If you are willing to have your book jackets worn to rags and tatters, just set up an easily accessible file for them. We keep two file drawers: one for librarian and teachers, the other for students. In the former, the jackets are grouped according to social studies units and other popular classroom interests. In the latter, the grouping is determined by popular student interests such as Romance, Racing Cars, Skin Diving, Careers, Family Stories, etc. As a book-selection aid, these files become well-nigh indispensable to librarian and students alike.

We label all book jackets on their reverse sides with subject headings and call numbers. This can be done as books are classified. After the jackets are trimmed, student Library-Anns file them away in labeled Oxford folders which are arranged alphabetically in the drawers. (Library-Anns are girls of grades 6-7-8).

Caution: place the student file in the least congested area of your library!

Katharine Cobb Martin, *El Segundo High School, El Segundo*

Book jackets adorn the bulletin boards, and the "See All" expanses of plate glass which at moments separate the school librarian from her public. Colorful and gay, they are sure lure for the eager, while some offer such promises of excitement and drama that the pokiest of non-readers will keep asking, "Isn't there one in yet?"

Book jackets are bone and muscle of my program . . . and what have I done? I've bought plastic covers, and will thus lose these gay and confident salesmen of precious wares.

Sylvia Ziskind, *Bellflower High School*

Our handling of book jackets is patterned directly after Nance O'Neill's practice, and she should get the credit.

In preparing the new books for the typist, I jot down on the inside of the book jacket, the actual classification number and a subject heading from a list of about 115 which I have made. The headings fall into broad categories such as California, Historical Fiction, International Relations, War Books, Travel, etc. The book number is also put on the outside of the jacket.

The publisher's blurb is cut off and pasted inside the book. The publisher's account of the author, if included, is cut off from the back and filed in envelopes in the vertical file under Authors.

The book jacket is spread open and filed under the assigned heading in a legal sized vertical file. The jackets are used in library displays and are lent to teachers for their displays. The students have access to the book jackets and seem to enjoy looking at them.

If we have several copies of a book, we cut the spine of one copy and keep an envelope of spines only. These are sometimes used in unusual ways for displays.

This initial effort takes an extra minute but I think it's worth while.

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WRITE FOR LISTS



### THE SANTA ROSA SONGBIRD

*The last of this year's hobby series is devoted to Robert E. Muller who assumes the editorship of the BULLETIN, come July 1. If he sings as pretty as he writes, we commend him to the program committee for next year's reunion in Palo Alto. And if you look at his pedigree which follows, you will refer to him with the scotsman's phrase, "He's a lad o' pairts".*

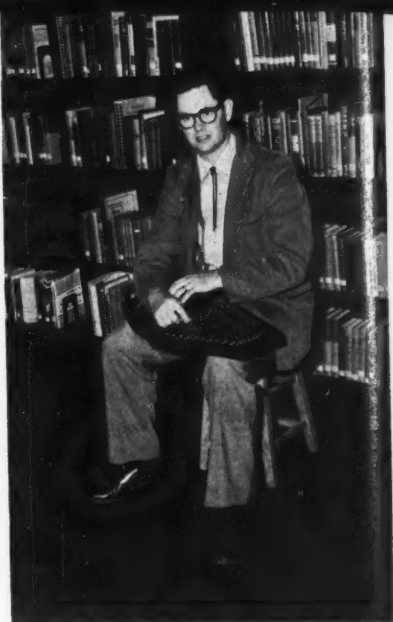
—Harold C. Kime

\* \* \* \* \*

Haunting melody, simple verse—this is the stuff of the folk song! And simple and common though it be, the folk song is truly a classic art form—as much an art form as the symphony, the painting or the sculpture. The true folk song passes every test of greatness, plus one that more literate art often fails: it has something to say to everyone: child and grandmother, banker and beatnik; the academic and the illiterate are all enfolded in the charms of the folk song.

This fact of universal appeal is one of the great pleasures of making a hobby of collecting and singing folk songs. For twenty years I have devoted odd moments to discovering these new-old songs, learning and singing them for my own pleasure, and that of others. What can match the inner warmth that lights the eyes of a 5-year-old when he joins in the chorus of "The Blue-Tailed Fly," or the risqué chuckle of a business man over the "Foggy, Foggy Dew?" What is more beautiful than the poignancy of "Green-sleeves," or the moving tenderness of "I Wonder as I Wander?"

And the performance of these songs lies within the grasp of most anyone, for they require no complicated instrument, nor long years of vocal training. A simple autoharp, an ear for melody, a sense of rhythm — these are the prerequisites. The results: a bringing into being of beauty; a sense of participation, and the simple joy of creating. Truly, a rewarding experience.



### Thumb-nail Biography

Oakland-born. Air Force, Europe, '42-45. B.A., UC Berkeley '48; BLS UC Library School '53. H.S. teacher: Delano & Carmel; SH Librarian, Carmel; JHS Librarian, Petaluma; County Schools Librarian: Sonoma Co. Schools, Santa Rosa. SLAC: Treasurer N. Section '54-55; State Treas. '56-57; Chairman, N. Section Book Committee '55-56; Member, Book Selection Policies Comm., '55-57; State Manual Rev. Comm. '57-; N. Section Workshop Comm. '55-; N. Section Co. Schools Librarians Comm. '55-; N. Section Auditing Comm. '55-56. Co-Producer of KQED Television series on elementary books and libraries, '58-59.

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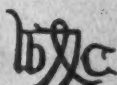
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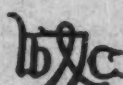
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